

# Family Studies

## *Human Dynamics 2201*



GOVERNMENT OF  
NEWFOUNDLAND  
AND LABRADOR  
Department of Education  
Division of Program Development

*A Curriculum Guide*

*March 2004*

# Dedication

At a Vigil Commemorating the 8<sup>th</sup> Anniversary of the Montreal Massacre of 14 women at Montreal's École Polytechnique, the development of Human Dynamics 2201 was dedicated to the collective work for change which has been initiated in memory of the young women who so tragically lost their lives on December 6, 1989.

May this course support and enable late adolescents and emerging adults to become fully integrated human beings, to demonstrate self-sufficiency and to integrate productively into society as young men and young women. May it also do its part to ensure that such a tragedy will never again occur.

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# Introduction

## Rationale

The report *Towards a Healthy Future: Second Report on the Health of Canadians* (1999) states that priority needs to be given to helping young people prepare for intimate relationships and family life. It states that, while family members are young people's most important role models and that older peers and adult leaders can be influential in helping young people form and maintain relationships, school and community programs are needed to help young men and women prepare for parenting.

Russell, (2003) states that many Canadian parents lack the knowledge, skills and confidence to ensure the best possible start for their children. Children are the country's most precious resource and raising them requires specific knowledge and skills. Positive and consistent parenting styles have long been recognized as critical to healthy child development. Ensuring good child development involves not just parents but all Canadians (*Progress of Canada's Children into the Millennium*, 1999-2000). Focusing on parenting and interpersonal skills prepares emerging adults for their roles as parents and caregivers.

There is a need to ease and facilitate the transition of the adolescent from an egocentric individual to a participant in the social network of the school and the community environment. In a society where the adolescent is barraged with messages from home, peers and the commanding influence of the media, strategies are required which enable young people to make realistic interpretations of their place in the family, the broader community and in the world of work. From very early in childhood, individuals must learn skills which allow them to relate and to thrive as social beings.

All Newfoundlanders and Labradorians need the knowledge and skills required to make informed decisions in the areas of relationships, finances, and child development and parenting.

The report, *Growing Healthy Canadians* (2000), states that economic restructuring, downsizing and the increase in nonstandard employment (work other than continuous, full-time employment such as part-time jobs or combining a number of contract jobs), have made the school to work transition more complex and difficult for all youth. High school students, who will soon be responsible for managing an income and/or loans, will also be faced with a high unemployment rate, a rise in poverty, an increase in health costs and decreasing purchasing power. The need to acquire effective strategies for current and future life management skills has intensified. Current trends related to family and career are just some of the reasons for developing the abilities to plan for self-sufficiency and sustainability.

## Curriculum Overview

*Human Dynamics 2201* addresses the transition from the egocentrism of early adolescence to the collective and self-directed learning which emerges in older adolescence and early adulthood. Students are provided with the opportunity to broaden and apply skills related to collaboration, shared responsibility and lifelong learning.

The curriculum is organized around the following components

- the family as ecosystem
- personal and interpersonal relationships
- parenting and child development
- financial resource management

Through the components of the curriculum guide, students will have the opportunity to explore how families operate as an ecosystem and contribute and connect to the larger global ecosystem. There is a focus on the nature of personal and interpersonal skills as they apply to group dynamics and personal development at home, at school and in the labour market. Parenting and child development, the pivotal component of this curriculum guide, provides students with the opportunity to realize the importance of parenting and its effects on child development. As young people learn to effectively utilize financial resources while in high school, the financial resource management component addresses the development of skills and strategies for future financial management in order to reach pre-determined short- and long-term goals.

The specific curriculum outcomes relate to enabling late adolescents and emerging adults to demonstrate self-sufficiency and integrate productively into society.

This curriculum guide capitalizes on the emerging adolescent need to investigate, consider and solidify relationships as a member of a family, a school and a community.

## Essential Graduation Learnings

Essential Graduation Learnings (EGLs) are statements that describe the knowledge, skills and attitudes expected of all students who graduate from high school. These graduation learnings describe expectations not in terms of individual school subjects, but in terms of knowledge, skills and attitudes developed throughout the curriculum. They confirm that students need to make connections and develop abilities across and through subject boundaries if they are to meet the changing and ongoing demands of life, work and lifelong learning. The Essential Graduation Learnings serve as the framework for the curriculum development process.

*The Essential Graduation Learnings are*

Aesthetic Expression

Citizenship

Communication

Personal Development

Problem Solving

Technological Competence

Spiritual and Moral Development

## General Curriculum Outcomes

Three General Curriculum Outcomes (GCOs) form the basis for Home Economics/Family Studies curriculum guides. These GCOs are organized under the following headings: *Knowledge and Understandings Skills and Abilities* and *Attitudes and Behaviours* (Home Economics/Family Studies Foundation [2003]).

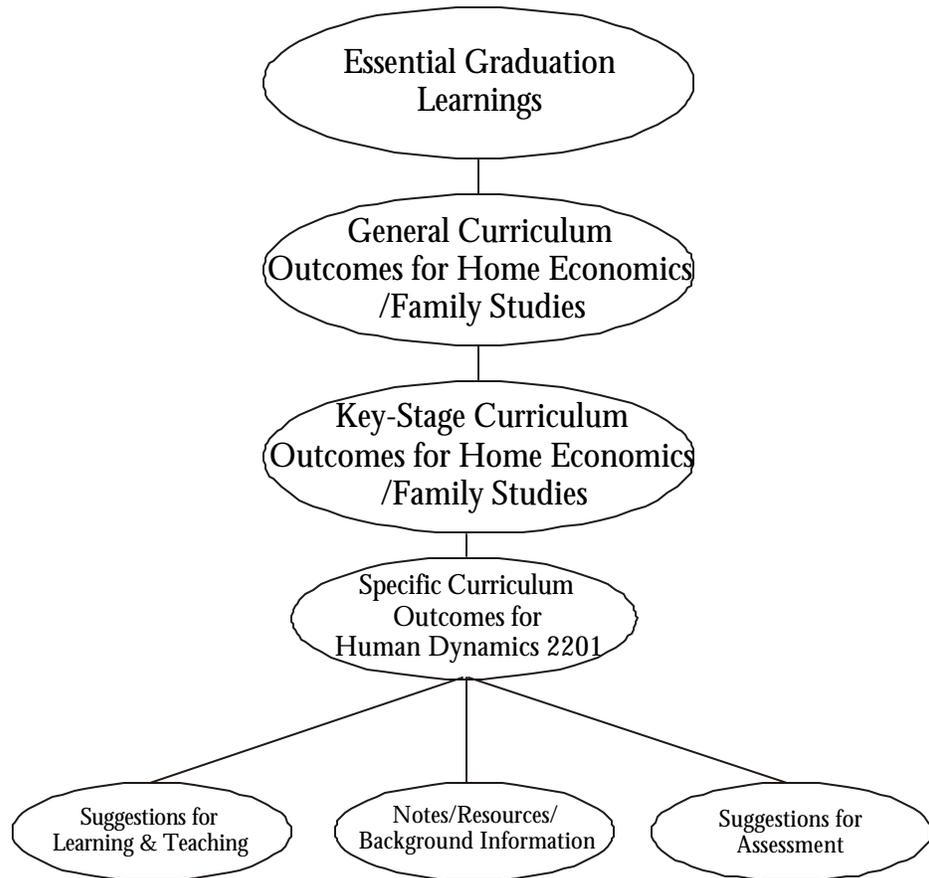
## Key-Stage Curriculum Outcomes

The Key-Stage Curriculum Outcomes (KSCOs), derived from the General Curriculum Outcomes for Home Economics/Family Studies, identify what students should be able to demonstrate at the end of intermediate and senior high. Key-stage outcomes have been identified for each of the five dimensions of Home Economics/Family Studies. The dimensions that are addressed in this curriculum guide are Human Development (HD), Foods and Nutrition (FN) and Financial Management (FM). See Home Economics/Family Studies Education Foundation, pp. 7-15 for the KSCOs for these dimensions.

## Specific Curriculum Outcomes

Specific Curriculum Outcomes (SCOs) are statements that describe what students will know, value and be able to do as a result of study in the curriculum, *Human Dynamics 2201*. The SCOs for each of the components link to General Curriculum Outcomes and Key-Stage Curriculum Outcomes for the dimensions already identified on page 3. The Specific Curriculum Outcomes are listed and addressed in each of the components for the curriculum guide: Family As Ecosystem, Relationships, Parenting and Child Development and Financing Your Dreams.

## Curriculum Design



## Curriculum Components

### Family as Ecosystem (11 hours)

The family is a smaller ecosystem in the larger global ecosystem. The family creates, nurtures and prepares its offspring to function in the larger environment. Family members are linked to one another and to a network of physical and social environments. The Family as Ecosystem component explores the interdependence of members within their environment, the development of the immature to the mature, the place of family members within the system and the ability of individuals to adjust and change to ensure sustainability of the system.

This component conceptualizes the family's environment as having a variety of dimensions: economic, social, political, cultural and physical. These concepts are introduced in this component and developed further throughout the curriculum guide. This component sets out the framework for independent decision making using real life as the framework.

### Relationships (28 hours)

This component flows from the first component and looks at students' relationships with friends, family, employers and those around them. Students explore relationships: how they get to be healthy or unhealthy; how to make them better; how to deal with issues in relationships; how customs, values and beliefs impact relationships and how to build, sustain and end relationships. Communication, negotiation and consensus-seeking skills are practised in the context of the wide range of adolescent relationships.

### Parenting and Child Development (60 hours)

This component explores the actions and decisions which may lead to parenthood. It focuses on the care and the physical, social, emotional and intellectual development of children. By learning about the development of children, young people can learn more about themselves. Students will have opportunities to identify strategies for responding to the needs of children, address challenging situations which face parents and caregivers and propose ways to positively affect childhood development. Child safety, play and nurturing environments are some of the issues addressed.

A pivotal feature of this course is use of the infant simulator which allows students to grasp the responsibilities involved in parenting a newborn. Refer to Implementation Issues, pp. 22-23, for detailed directions and critical information. It is important to consider the recommended scheduling suggestions before beginning the course.

**Financing Your Dreams:  
Financial Resource  
Management (21 hours)**

This component focuses on some of the areas which impact or soon will impact the financial lives of students. Students will be provided with the opportunity to explore the relationship between the management of resources and the attainment of personal goals. The ability to formulate plans and realize dreams is contingent upon the skills and resources to finance them. Some of the issues explored include personal income, use of income and strategies for garnering and using income. Students will have the opportunity to state specific goals and identify strategies and resources to reach these goals. Activities will help students acquire and refine skills related to personal financial management.

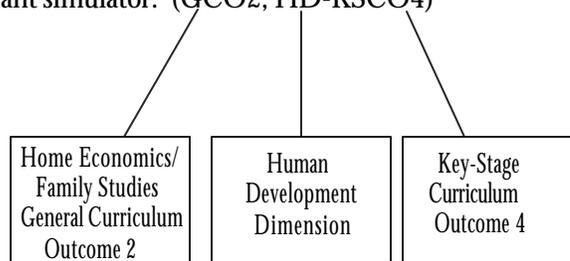
**Curriculum  
Organization  
(Introductory Page)**

All components comprise an introductory page followed by a two-page layout of four columns. The introductory page is a listing of all the Specific Curriculum Outcomes (SCOs) for the component with notes to the teacher at the bottom. SCOs for the component are listed under three headings: Knowledge and Understandings, Skills and Abilities, and Attitudes and Behaviours.

Each of the outcomes is linked to Key-Stage Outcomes which are indicated by letters and numbers that appear in brackets following the SCOs statement. In this curriculum guide the SCOs are linked to KSCOs in Human Development (HD), Financial Management (FM) and Foods and Nutrition (FN) in Home Economics/Family Studies Foundation, pp. 7-12.

Sample Specific Curriculum Outcome:

Demonstrate the ability to perform parental functions through use of the infant simulator. (GCO2, HD-KSCO4)



*Two-page spread*

The top of each page of the two-page spread begins with one of the three headings listed above heading and a related General Curriculum Outcome.

*Column One:  
Specific Curriculum Outcomes*

The first column in the two-page layout lists one or more Specific Curriculum Outcomes related the GCO at the top of the page. These outcomes (SCOs) form the basis for designing, implementing and assessing learning activities for the curriculum.

*Column Two:  
Suggestions for Learning and  
Teaching*

The second column provides suggestions for the learning environment and experiences that support student's achievement of the outcomes listed in column one.

The suggestions in this column are intended to provide approaches to instruction and learning. These suggestions, while linked to one outcome, may also address outcomes under the same or other headings in the guide.

*Column Three:  
Notes/Resources/Background  
Information*

The third column identifies sources of information, provides links student and teacher resources, and gives direction that may assist in the learning and teaching related to the outcomes. These do not address the entire scope of the curriculum. As a resource-based learning approach is espoused, teachers are encouraged to use other resources that will contribute to the achievement of the intended outcomes.

*Column Four:  
Suggestions for Assessment*

The fourth column provides suggestions on how student achievement of the outcomes may be assessed. These suggestions reflect a variety of assessment techniques that include, but are not limited to, informal/formal observation, performance, journals, interviews, presentations and portfolios. Some assessment tasks may be used to assess student learning in relation to a single outcome while others to assess student learning in relation to more than one outcome.



# Teaching, Learning, Assessment And Evaluation

## The Learning Environment

The learning environment must respond to and respect a variety of learners' needs and abilities and be conducive to the incorporation of a range of strategies that encourage and support learning. Such an environment

- accommodates diversity in students' backgrounds, learning styles, personal assets and abilities
- fosters the involvement of students in meaningful learning activities
- supports the effective use of a wide range of resources, including technology and the media
- allows for active, interactive and collaborative learning
- is respectful of and fosters respect for divergent views, values and beliefs
- supports research and inquiry, evidence-based decision making, and planning and evaluation
- encourages and fosters learner responsibility and accountability for demonstrating stated learning outcomes

The classroom environment is critical to personal and social skill building. An atmosphere that recognizes and supports individual differences, that enhances self-esteem and that encourages differing opinions will encourage students to share and participate in learning activities. An open, supportive environment fosters a sense of security, belonging, respect, caring, worth and efficacy. Teachers should concentrate on establishing an atmosphere which invites student interaction; is respectful of the feelings, ideas and opinions of others and can be described as caring, collaborative and supportive. A way to facilitate this is to use activities which allow students to get to know each other, are non-threatening and fun.

## Role of the Teacher

Consideration needs to be given to the setup and organization of the physical setting to foster individual and small group work, engage in some activities anonymously, display ongoing projects and finished work, accommodate learning centers and encourage creativity.

The teacher plays a critical role in structuring and managing an effective and efficient learning environment. The primary role of the teacher is to guide and facilitate learning and to assist students with the acquisition of the skills and abilities required to demonstrate outcomes. In contributing to the learning process, the teacher can

- assist students in the attainment of skills and abilities that enable them to take responsibility for and make reasoned decisions about human dynamics
- provide direction and encouragement to students as they engage in individual and collaborative learning activities
- act as a mentor and as a resource person as students make decisions about their own learning and the kinds of activities that will assist them in that process
- recognize and plan for diversity in students backgrounds, learning styles, personal assets and abilities
- gauge students' awareness of issues related to human dynamics and assist them to build on this awareness
- help students establish and negotiate codes of conduct regarding individual and group behaviours that promote learning
- help students set limits and establish parameters for individual and class behaviour
- provide opportunities to integrate knowledge, skills, attitudes and behaviours related to personal and family dynamics and to life-long learning
- record and report on student progress

## Role of the Student

The student plays a critical role in contributing to an effective and efficient learning environment and to the achievement of learning outcomes. The primary role of the student is to take responsibility for learning and to demonstrate achievement of curriculum outcomes. Students can

- strive to acquire skills and abilities that enable them to take responsibility for and make reasoned decisions
- build on knowledge and awareness of issues related to personal and family dynamics
- engage in learning activities that support personal learning styles and incorporate personal assets and abilities
- respect and contribute to a learning environment that supports diverse values, beliefs and opinions
- engage in individual and collaborative learning activities aimed at achieving course outcomes
- work with others to establish and employ codes of conduct regarding individual and group behaviours that promote learning
- respect the set limits and established parameters for individual and class behaviour
- engage in opportunities to integrate knowledge, skills, attitudes and behaviours related to personal and family dynamics
- take responsibility for directing their own learning, completing tasks and monitoring progress
- evaluate their progress and develop new strategies and plans for continuous learning and improvement

**Note:** High school should be viewed and promoted as a critical step in preparing for a career.

## **Key Concepts, Skills, and Abilities**

This curriculum guide has been developed with a set of key concepts, skills and abilities in mind. It focuses on concepts that are central to easing and facilitating the transition of the early adolescent from an egocentric individual to a participant in the social network of the family, school and community environment. The intent of the curriculum is to assist young people to assess their current skills and abilities, and build on those that contribute to and support relating to each other and thriving as productive social beings.

## **Learning Skills**

### **Communication, Critical Thinking, Problem Solving and Decision Making**

Generic learning skills such as the communication skills of listening, speaking, reading and writing are critical to success in this course and in life. Thinking skills such as accessing and applying knowledge, problem solving and evaluating are key to addressing the decisions that are made every day.

Students will be engaged in the assessment, promotion and enhancement of their personal development. This requires critical reasoning regarding personal and relationship issues that impact their lives. An integral part of a learning process intended to lead to behavioural change is the ability to solve problems and to generate reasonable approaches and strategies in addressing challenging situations or circumstances. The result should be evidence-based decision making and its application to personal growth and development.

### **Goal Setting, Planning and Organization**

A discussion of goal setting helps students realize the importance of setting goals that are realistic and attainable. Goals, the articulation of dreams, are most effectively met with planning and organization. This involves applying skills related to the management of resources including time and finances, personal attributes and capabilities, and social supports. Creating plans and time lines for the acquisition of goals keeps them in view and more likely achieved. Students will be encouraged throughout the course to assess, re-assess and modify plans on a regular basis.

### **Research**

There are various sources of information that students can access such as school resource centres, internet or world wide web, professionals, media (newspapers, television, magazines, etc.), friends, family and community members, including groups and organizations. Methods of gathering information can include in-depth reviews of personal and family issues identified by students;

class, school, community interviews carried out by students on specific issues or a range of issues; self-administered questionnaires and surveys and literature searches.

### **Lifelong Learning**

This course is intended to help students acquire skills and abilities that, when applied throughout their lifetime, contribute to their ability to effectively engage in lifelong learning. Regular personal reflection and creation of plans, periodically reviewed, promote continuous personal development and learning. The outcomes under GCO3 are intended to promote and lead to lifelong learning.

## **Personal Management Skills**

This broad category encompasses basic personal communication skills, stress management as well as abilities to engage in strategies for negotiation and the resolution of disputes. Decision making and goal setting are also linked to these skills. This curriculum promotes the acquisition and use of personal and social skills in the learning environment and ultimately throughout life. Social competence is necessary in successful interpersonal relationships at home, in the community and at work. Basis skills include being able to

- express thoughts and opinions without detracting from the rights and feeling of others
- refuse or say “no” that doesn’t compromise relationships or place one at risk
- cope with stressful situations
- identify and work towards short- and long-term goals
- come to consensus or reach reasonable compromises
- resolve disputes while leaving self-worth and that of others intact

Specific personal-management skills highlighted in this course include

### **Positive Attitudes and Behaviours**

These are exemplified by self-esteem and confidence; honesty, integrity and personal ethics; positive attitude towards learning, growth and personal development; and initiative, energy and persistence to complete tasks.

### **Responsibility**

This is demonstrated by the ability to set goals and priorities; plan and manage time, money, and other resources to achieve goals and be accountable to self, school, family and community for actions taken.

**Leadership and Teamwork Skills****Adaptability**

This skill is evident in a positive attitude towards change, the recognition of and the respect for diversity and individual differences and the ability to identify and suggest new ideas to address challenges creatively and effectively.

The skill of working with others is evident in the ability to understand and contribute to group goals, understand and work with the culture of the group, plan and make decisions with others and support the outcomes of those decisions, respect the thoughts and opinions of others in the group, exercise “give and take” to achieve group results, seek a team approach where appropriate, lead when appropriate and mobilize the group for high performance.

(Source: *Conference Board of Canada*)

**Career Development**

Learning skills, personal management and resource management skills, and leadership and teamwork skills form the basis for career development. Career exploration and career development learning activities are infused into the components of the curriculum guide. Students are provided with opportunities to assess personal knowledge, skills and attitudes; gain new understandings and abilities and consider these in relation to specific careers and career planning.

**Gender Equity**

Gender equality and gender equity are often used interchangeably but they are not the same. Equality refers to the equality of rights and entitlements whereas equity refers to ensuring the fairness of outcomes. Gender equity is a principle of applying a fair approach, not necessarily the same approach, to females and males. It addresses identified societal imbalances by redressing practices that create barriers to equal participation of males and females. For example, because equal opportunity may not lead to equitable results, sports activities have weight classes and divisions. These are used as a means to level the playing field and arrive at fair outcomes. In an effort to achieve fair outcomes, it is critical to look at and analyze situations from a gender perspective. Gender analysis is a process that considers the differences between women’s and men’s lives including roles, responsibilities, current status and access to resources and how these aspects influence outcomes. This process helps increase awareness and understanding, identify problems and lead to conscious informed decisions resulting in gender equity.

## The Teaching and Learning Process and Suggested Strategies

Instruction and learning approaches should focus on empowerment, not the transfer of information; on the development of skills, not on learning about skills. Learning activities should fully engage the learner and place responsibility on the learner to demonstrate personal progress. Students should

- acquire and demonstrate capability and efficacy
- practise and acquire skill sets
- take responsibility for personal improvement

In this curriculum, students will start from where they are and, through activities, develop and demonstrate a range of understandings, capabilities, attitudes and behaviours.

### *A. Knowledge and Understanding*

It is expected that students will

1. assess what they know and how they feel about the issue being examined
2. research the issue and get the facts

**Suggested Strategies:** anonymous questions; bulletin boards; simulations; classroom displays; engaging community groups, organizations and professionals; researching newspapers, magazines, television and the internet; analyzing films and videos; using diagrams and charts; field trips; individual and small group presentations; demonstrations; games; lectures; group and panel discussions; product and service analysis; surveys and inventories; rating scales and cooperative small group learning.

### *B. Skills and Abilities*

It is expected that students will

3. engage in learning activities that take them beyond the facts and that allow them to experience and analyze an issue for personal relevancy
4. determine their skills and abilities
5. determine what resources and skills they need to acquire

**Suggested Strategies:** personal assets inventory and assessment, collages, models, product and service analysis, drawings, skits, role plays, drama, videotaping, creative writing, brainstorming, group and panel discussions, debates, cooperative small group learning, role modeling, behavioural rehearsal (practising an anticipated response), peer coaching and support, simulations, demonstrations, personal journals, surveys and inventories, case studies, worksheets, checklists.

### ***C. Attitudes and Behaviours***

Students will be encouraged to

6. based on information, attitudes, skills, needs, wants, goals and values, students are encouraged to assess personal strengths and limitations and make plans to avail of opportunities and meet challenges

**Suggested Strategies:** journals, personal analysis and reflection, case studies, personal contracts, peer coaching and support, rating scales, time lines and action plans.

### **Key Points About Some Strategies**

#### ***Role Play***

- allows students to become involved in the problem-solving process
- is the spontaneous or practised response to a given situation or theme where learners attempt to speak, feel, behave like the characters they play
- is designed to illustrate situations in which the behaviour of individuals is the critical factor
- can be part of a game or simulation activity
- is an approach to addressing interpersonal problems and practising social and communication skills
- allows for high level of student engagement
- promotes independent and self-determined behaviour
- promotes increased understanding of the views, positions and feelings of others
- facilitates attitudinal and behavioural change
- encourages cooperation and sharing
- can be used to resolve decision-making dilemmas, resolve conflict, determine appropriate behavioural responses

#### ***Cautions***

- people may feel too self-conscious or threatened
- may not be appropriate for large groups
- may not be appropriate for all learners
- teacher must define situation and problem clearly as well as give very clear instructions

***Brainstorming Session***

- a process of rapidly generating ideas or responses
- encourages participation because all contributions are accepted without judgement or comment (this includes nods of agreement) and without editing the words of the contributor (this includes “you mean to say.....,” or “this is the same as....”)
- draws on group’s knowledge and experience
- one idea can spark and generate other ideas
- a means of extending boundaries and encouraging creative ideas
- a means of quickly getting a wide range of ideas on a topic or issue
- can be used as a precursor to refining or categorizing ideas/ responses
- is intended to capitalize on the varied experiences, knowledge and ideas of the group
- can be playful with zany ideas encouraged and accepted

***Cautions***

- participants may have difficulty getting away from known reality
- if not facilitated well, criticism and evaluation of ideas may occur
- should be limited to 5-10 minutes

***Case Studies***

- are short descriptions of events or circumstances in the lives of hypothetical people
- can be spontaneously created from actual experiences
- provide a context for real-life situations in which individuals and families may find themselves
- allow students to discuss difficult situations which they, or others they know personally, encounter without facing the risk of disclosure
- provide a means of presenting positions and values and is a means of hearing and listening to the positions and values of others
- are a means of presenting alternatives, making decisions and evaluating choices

### *Cooperative Small Group Learning*

- an approach to organizing classroom activity so that students can work with and from one another and build on one another's strengths and ideas
- group members share clearly defined roles and are interdependent in achieving the main goal
- students learn the importance of respecting individual views and maintaining group harmony
- students must be working towards a common goal
- success at achieving the goal depends on the individual learning of all group members
- the teacher's role is primarily that of facilitator in guiding students as social groups and learning teams as they engage in activities such as identifying problems, generating solutions and practising skills
- successful use of this method is assisted with professional development and practise

### *Interviews and Surveys*

- involve individuals, pairs or small groups collecting information from peers, younger students, older students and adults
- involve focused thought and active thinking to develop questions and explore ideas
- require interpersonal and listening skills as the student must listen respectfully, react to and interpret the views and experiences of others
- use language to articulate and clarify one's thoughts, feelings and ideas
- allow exchanges of ideas, increased understanding and new awareness of previous knowledge
- promote the development of organizational skills related to the collection and representation of data
- involve follow-up such as reporting and interpretation of data

***Projects***

- include assigned tasks that provide an opportunity for learners to consolidate/synthesize learning from a number of disciplines or experiences
- usually involve learners, alone or in small groups, working on a task for an extended time period (the actual time frame may depend to some degree on the ages of the learners involved), usually to produce a tangible product such as a model, a demonstration, a report or a presentation
- may be used to relate knowledge to their own experiences and/or to the broader community
- may involve research
- usually involve extending/enriching/reinforcing learning
- should be focused (e.g., subject matter concept, interdisciplinary theme, action projects)
- should include clearly defined task descriptions such as interview, compare opinions, make a model, find contrasting views on, create a dramatic presentation
- should include criteria for planning and evaluation
- students should clearly understand the requirements of the project
- should include clear time lines and ongoing progress reports

***Problem Solving***

- application of knowledge, skills, ideas, resources and processes to generate one or many solutions to a problem
- may follow the scientific method
- can be a practical skill
- may include strategies such as “trial and error”, brainstorming, “what if/ I suppose”, attribute listing, forced relationships, idea check list and imaging

***Inquiry***

- elements of inquiry include thinking, reflecting, developing relevant questions and planning appropriate strategies for generating answers and explanations
- allows students to experience and acquire processes through which they can gather information about the world in a variety of ways from a variety of sources
- allows for a high level of interaction among the learner, teacher, the area of study, available resources and the learning environment
- allows students to act upon their curiosity and interests
- encourages students to formulate questions and analyze situations/problems/information
- calls upon prior learning
- encourages hypothesis development and testing (new questions and hypotheses often emerge as the inquiry continues)
- allows students to make inferences and propose solutions
- leads students to realize that there is often more than one answer to a question and more than one approach to a challenge

***Learning Centres***

- allow students to work independently as individuals or in small groups
- encourage independent as well as collaborative work
- allow for effective use of single or limited copies of resources
- require detailed planning with clear directions
- can accommodate a variety of learning styles
- can be used where students are required to master material as background information or skills

(See Appendix G for “Guidelines for Designing and Managing Learning Centres”.)

***Thought Webs***

- demonstrate multiple connections of topics and issues to one another

- provide opportunities for students to think about relationships and make connections
- are a means of categorizing and grouping concepts and ideas

### *Class Discussion*

- allows for full and open sharing of ideas and opinions
- has the potential to engage all learners at the same time
- encourages critical thinking
- provides an opportunity to practise listening skills and oral communication

### *Personal or Self-reflection/Journaling*

- allows individuals to think about their level of knowledge, their beliefs and values
- facilitates personal goal setting and planning
- supports privacy
- respects the personal quality and uniqueness of the individual
- allows students to reflect on what they have learned or are about to learn
- allows students to pose questions and react to learning experiences

**Note:** An electronic journal has been provided for use throughout the course. Students should be reminded that the journal is not to be considered a diary but rather to capture reaction to and reflection on learning. It is private in that it will not be shared publicly with the class. Some of the journal activities are suitable for evaluation purposes and these can be submitted to the teacher.

### *Simulations*

- represent in realistic form the relevant aspects of devices, processes or situations
- include mathematical formulas; physical, social, economic, industrial and military models; role play

- immerse learners into the context of the concept being explored and ensure their involvement
- are effective ways to promote deep conceptual understandings of the real world, develop discrete skills, improve communication and decision-making capability
- promote problem solving, result in personal growth and change in attitudes
- create opportunities for learners to discern, firsthand, without chances for harm or serious consequences, the results of their decisions
- best reflect real life when well thought out and executed
- can lead to faster learning, greater retention and higher levels of motivation and interest.

**Note:** The Baby Think It Over<sup>®</sup> Program with the RealCare<sup>®</sup> Baby II simulates the parenting of an infant. It is a serious, realistic educational resource for young adults, not a toy, or a doll, or a ‘pretend’ baby. The simulator should be considered as a real baby in a real life situation and everyone who comes into contact with the young caregiver and his or her infant should respond accordingly. This state of the art, technologically-advanced simulation tool mirrors real life situations and is intended to assist young people in making informed, responsible choices related to parenting an infant.

## Implementation Issues

There are many factors that need to be considered regarding the planning and delivery of a course at the school and classroom level. The following are suggestions for the implementation of *Human Dynamics 2201*.

## Time Allocations

The course is designed to be offered in 120 instructional hours. The percentage and hourly breakdown is:

The Family as Ecosystem (9%)	11 hours
Relationships (23%)	28 hours
Parenting and Child Development (50%)	60 hours

**Note:** Half of this allotment or 30 hours should be allocated to the infant simulator (RealCare<sup>®</sup> Baby II).

Financing Your Dreams: Financial Resource Management (18%)	21 hours
<b>Total - 120 hours</b>	

The division of time allotments for each component is to be used as a guideline for planning and should be adjusted based on factors such as learner needs and abilities, interests of students, availability of resources, and school and community context and culture. For example, out-migration in a community may be a significant factor in determining how a particular topic is addressed. Primary attention should be given to the achievement and demonstration of attitudes, skills and abilities as stated in the outcomes for the course.

## Getting Started

*Family as Ecosystem* introduces the course and sets the context for the delivery of succeeding components. Therefore, it is important to start with this component, and then move to *Relationships, Parenting and Child Development* logically follows; however, aspects of *Financing Your Dreams* could be incorporated into the two preceding components or implemented separately.

This sequence may be modified to accommodate use of the RealCare<sup>®</sup> Baby II in situations such as large or multiple classes and semesterization. In these cases, the RealCare<sup>®</sup> Baby II will need to be introduced at the beginning of the course to ensure that each student will have the opportunity to sign out the RealCare<sup>®</sup> Baby II for a two-to three-day period. See Parenting and Child Development Component, Notes/Resources/Background Information, pp. 123 and 125 for details and suggestions.

When introducing the course, students could be asked to generate a list of their expectations: what they expect to learn and do. This will help establish participatory, interactive student involvement and the incorporation of everyone's ideas.

When choosing activities and strategies to further student learning, it is important to recognize diversity in student learning styles and abilities; cultural, religious and family background and economic status; belief system and values and to consider sensitivities related to these.

## Ground Rules

Setting and maintaining ground rules will allow sharing, exploring and learning in an accepting environment. It is important that class members consider and establish ground rules before any discussion of sensitive issues. These ground rules need to be reinforced consistently throughout the year and assimilated into all learning activities. With ground rules, students will know what to expect of the teacher, of themselves and of each other. Ground rules usually include

- no put-downs

- no personal questions
- no question is stupid or silly
- the right to pass
- listening to and hearing others' comments and opinions
- confidentiality
- speaking for yourself and others speaking for themselves

The teacher and students should be involved in reinforcing ground rules and in reviewing and revising them as needed.

## Handling Sensitive Issues

This course requires a supportive, non-judgmental classroom climate because of the many issues of a personal nature that may arise. In establishing such a climate, the element of trust is critical. One of the ways to build trust is to maintain confidentiality. The teacher should discuss the issue of privacy and confidentiality with the class early in the year. Such a climate will help prevent some students from withdrawing into passivity or from expressing defensiveness in inappropriate ways. The confidentiality of students must be protected and no student or teacher should be placed in a position of feeling pressured to give an opinion or express a viewpoint.

Students should be aware that if they divulge information related to physical and/or sexual abuse, the teacher has a legal responsibility to report it in accordance with the Act Respecting Child, Youth and Family Services. (See Appendix E: An Act Respecting Child, Youth and Family Services, p. 205.)

Teachers should talk to the class about the kinds of behaviour that is expected in class as well as how to respond to emotions and feelings that some discussions might invoke. Teachers could

1. Remind the class that non-violent behaviour is the expected practice and that an effort will be made to practise non-violence. The class should talk about not agreeing and how to do this. Discuss the practice of 'making fun', verbally or otherwise, and why this is not acceptable in class or out of class.
2. Acknowledge that there will be things talked about in class that might make some students uncomfortable. If a discussion is painful, it is OK to "shut down", to not participate, to take care of oneself in this manner.

3. Discuss the fact that some people handle uncomfortable situations by making jokes or by laughing. Therefore, it would be a good idea to set some ground rules. For example, students could be invited to take a few minutes to talk about how *they* feel about others' remarks or reactions. Encourage students to say "I feel" or "I felt..." not "you made me feel" or "you degrade me". Students should be encouraged to speak from an "I" perspective, not a "you" perspective. Ask students if it is OK to accept laughter and what other rules they would like to make.
4. Talk to students about the difference between safety and comfort. It is OK to be uncomfortable knowing there is support of the group. It is important to set personal boundaries. Ask students to articulate these boundaries. Remind them that pushing beyond the comfort level allows for personal growth. It is necessary to take risks and that people will generally take risks to learn and develop if they feel it is safe to do so. Following this discussion of setting boundaries, check with students to see if there is anything they would like to add.
5. Set up a safe place or make arrangements with a person for students to go to when the need arises.

## Assessment and Evaluation

In the context of this curriculum guide, assessment is defined as the act of determining progress and measuring achievement while evaluation refers to making interpretations and judgements about student progress and achievement.

Assessment and evaluation are intended to determine performance in relation to the stated outcomes for the course. The stated outcomes provide the framework for teacher and student planning with respect to learning and are the basis for judging student progress and achievement. The stated outcomes for *Human Dynamics 2201* are the basis, the starting point, for creating assessments strategies. Outcomes should be clearly communicated to students. Student self-evaluation and peer evaluation can be better accomplished when intended outcomes, the GCOs, are known and understood.

### ***Guiding Principles for Assessment and Evaluation***

- Assessment and evaluation processes and techniques should be designed to determine whether the outcomes have been achieved.
- Assessment and evaluation should reflect the stated outcomes for the course.

- Assessment and evaluation should be an integral part of the teaching and learning process and of each component of the course.
- Assessment and evaluation should give all students the opportunity to demonstrate the achievement of outcomes.
- Assessment and evaluation should provide positive, instructive and supportive feedback to students.
- Assessment and evaluation should invite and encourage student self-assessment and active participation.
- Assessment and evaluation should allow for a range of options to accommodate students' abilities to demonstrate the achievement of outcomes.

In the *Components* section of this curriculum guide there are specific suggestions for teaching and learning as well as suggestions for assessment. Many of these suggestions can be interchanged and used either as learning activities or assessment activities or both.

An effective way to evaluate acquisition of knowledge related to an issue is to give a short quiz following discussion of a topic in class. Students should be aware at the beginning of class that this type of evaluation will be used.

To encourage accountability, provide opportunities for students to share their ideas and work with the class.

## Identifying the Activity

To check for skill acquisition, provide opportunities for students to practise and illustrate skills through such activities as role plays, individual or small group work, demonstrations and case studies.

In planning for assessment the key question is "What is the student expected to accomplish?" The answer to this question enables the teacher to choose or design appropriate means that allow the student to demonstrate this. The student will be expected to demonstrate knowledge, skills and abilities. The means can be multiple and varied: presentations; producing videos; writing essays or plays; harting or graphing information; locating and displaying information; demonstrating a skill; designing a product or a plan; drawing or graphing a concept, a process or an idea. The choice of means will depend on available resources including time and the type of learners and their strengths.

**Setting the Criteria**

At the outset, students need to know what is expected, what they must do and to what degree they must do it, what they must produce in order to demonstrate that knowledge has been gained and skills learned. The criteria must be specific and clear. Providing an example of the caliber of work assists students in preparing for assessment.

(Appendix F: General, p. 209, provides additional comments and tools related to student assessment.)



## Specific Curriculum Outcomes: Family As Ecosystem

### Knowledge and Understanding

Students will be able to

1. demonstrate an understanding of the family as an ecosystem. (GCO1, HD-KSCO1)
2. demonstrate an understanding of the interplay between the family and physical, emotional and social environments. (GCO1, HD-KSCO1)
3. demonstrate an understanding of responsibility in relation to self, family and community. (GCO1, HD-KSCO2)

### Skills and Abilities

Students will be able to

4. propose resource management strategies that impact positively on the family environment. (GCO2, HD-KSCO5)
5. propose personal interaction strategies that contribute to a positive family environment. (GCO2, HD-KSCO2, 3)

### Attitudes and Behaviours

Students will be encouraged to

6. assess family practices and activities that impact on physical and social environments in relation to their contribution to the sustainability and improvement of these environments. (GCO3, HD-KSCO1)
7. monitor progress and set goals regarding respect for self, others, family and community. (GCO3, HD-KSCO2, 3)

**Note 1:** The above outcomes should be clearly communicated to students, noting that the outcomes under Attitudes and Behaviours are not intended for evaluation by the teacher.

**Note 2:** The suggested teaching and learning activities on the following two-page spread are presented as a range from which to choose. It is not intended that all the activities be implemented. Activities can be selected, modified or added so that all outcomes are addressed in the time frame specified on pp. 5-6 and 22 of this curriculum guide.

**Note 3:** In many cases, the activities under **Suggestions for Learning and Teaching** can be used as is or modified for student assessment. The reverse is also true: The suggested assessment activities can be used as learning and teaching activities.

## Knowledge and Understandings

**GCO 1. Students will acquire an understanding of issues and challenges which impact the family.**

### Outcomes

It is expected that students will

1. demonstrate an understanding of the family as an ecosystem

### Suggestions for Learning and Teaching

- 1.1 Through the following activity, students could define *family* and identify family structures or types.
  - 1.1a. In small groups, students could come to a consensus for a definition of *family*. Once completed, students could identify the various structures of families they know using descriptions or terms.
  - 1.1b. Students could reassemble as a class to develop a master list of family structures, share their definition with the class and come to a class consensus for a definition of *family*.
  - 1.1c. Students could suggest television shows and/or movies that depict the different family types identified above. Students could justify their choices by providing reasons for their choices. A chart similar to the one below could be used. As a follow-up, students could rate the shows for realism in their portrayal of family life.

Family Structures	Television Shows	Reasons for Choice
Nuclear	8 Simple Rules for Dating My Teenage Daughter	Paul and Cate are married with 2 daughters and a son

**Note:** Teachers can concentrate on facilitating the discussion if they are not familiar with the television programs cited by students.

1.1d. Personal Reflection

Students could depict how they see their family by drawing pictures or by making a photo journal using actual photos or magazine pictures.

**GCO 1. Students will acquire an understanding of issues and challenges which impact the family.**

**Notes/Resources/Background Information**

**Suggestions for Assessment**

**Note:** The concept of *family as an ecosystem* is central to this component and should be kept in the forefront throughout the implementation of the course. See Appendix A: Family As Ecosystem, p. 159 for additional information.

**Definition of Family, Functions of Family, Variations of Family**

Schlesinger (1998) in an article for Vanier Institute of the Family defines family as

“ . . . any combination of two or more persons who are bound together over time by ties of mutual consent, birth and/or adoption/placement and who, together, assume responsibilities for variant combinations of some of the following

- physical maintenance and care of group members;
- addition of new members through procreation or adoption;
- socialization of children;
- social control of children;
- production, consumption and distribution of goods and services; and
- affective nurturance – love.”

Schlesinger (1998) summaries family types as

“Nuclear” families composed of two parents and their one or more biological or adopted children, living together – when the nuclear family was led by a male wage earner, it was the conventional family of the 1950s, although now it is only one of many types of family

“Extended” families composed of parents, children, aunts, uncles, grandparents and other blood relations living together, or not

“Blended” or “recombined” or “reconstituted” families composed of parents who have divorced their first spouses, remarried someone else and formed a new family that includes children from one or both first marriages, and/or from the re-marriage

“Childless” families consisting of a couple

“Lone-parent” families composed of a parent, most often a mother, with a child or children

- Students could keep a portfolio of at least 6 items related to the outcomes for this component. Example of items may include

- Internet sites
- games
- magazine or newspaper articles
- summary of television documentaries or movies
- songs including artist and lyrics
- summary of radio reports and interviews
- summary of school or community events
- summary of family celebrations or events

Criteria for evaluation of the portfolio

1. Justification of how each item in the collection relates to 3 or more outcomes for the component
2. A maximum of 2 items would be accepted from the same source (i.e. radio interviews)
3. Sources must be clearly identified with pertinent information (date, time, place, titles, authors, speakers, participants, etc.)
4. Summary of what was learned in this component
5. Suggestions of how what was learned might be put to use in contributing to healthy and sustainable family and community ecosystems

(continued on p. 33)

## Knowledge and Understandings

**GCO 1. Students will acquire an understanding of issues and challenges which impact the family.**

### Outcomes

It is expected that students will

1. demonstrate an understanding of the family as an ecosystem

### Suggestions for Learning and Teaching

- 1.2a. Students could define *ecosystem* and provide a list of the characteristics of an ecosystem. Follow with a discussion of how the family operates as an ecosystem.
- 1.2b. Students could role play, write a story or discuss a variety of situations to show how the mood, attitude and practices of one person affect the family ecosystem.

**GCO 1. Students will acquire an understanding of issues and challenges which impact the family.**

**Notes/Resources/Background Information**

“Cohabiting couples,” and “common law marriages” – family arrangements that resemble other forms, but without legalized marriage.

Gay and lesbian parents

**Note:** Encourage students to push the boundaries in defining family to ensure that the concept of family is expanded to include those individuals or groups of individuals who provide physical, emotional, social support. The term *chosen family* can be used to include mentors and father/mother figures who provide a support system.

**Note:** In the provincial science program, Ritter (2001) defines *ecosystem* as the “relationships among the many species living in an environment and the relationships among those organisms and the non-living components of the environment”. For example, in a pond a fish eats bugs and flies (predator-prey relationship), swims in a school of other fish (symbiotic relationship - dependence on one another), is affected by the water temperature and the pollution (interactions with the environment) in the pond. Any change in any of the relationships or interactions will affect that fish and will also affect its environment.

**Family As Ecosystem**

A family who spends time together and does things together, can be thought of as an ecosystem: Any change in any of the relationships or interactions within the family or in the family’s environment will directly or indirectly affect all members of that family ecosystem. For example, a young adult in a family comes home exhilarated by an encounter with a new friend. The teen will be much more interactive and approachable because of the good feeling he or she has. The good mood will have an effect on the other family members with whom she or he interacts, the response of family members to the teen will be influenced by the mood exhibited and thus the social environment of the family is positively affected.

**Suggestions for Assessment**

- In Canada, the family is changing rapidly. The nuclear family is not necessarily considered the “normal” type of family in today’s society. Students could briefly discuss five changes that have taken place in the family over the past several decades.
- Many people believe that changes are threatening the family. Students could express their views on whether or not the family as an institution is likely to survive in the future. Where possible, students could support their answer with details.
- Students could define *ecosystem*, list the characteristics of an ecosystem and give examples of how the family operates as an ecosystem.

## Knowledge and Understandings

**GCO 1. Students will acquire an understanding of issues and challenges which impact the family.**

### Outcomes

### Suggestions for Learning and Teaching

It is expected that students will

1. demonstrate an understanding of the family as an ecosystem

1.3a. Class Climate and Ground Rules

Students could discuss the class and its environment as an ecosystem and come to a consensus on how the class needs to operate to encourage a healthy supportive ecosystem.

1.3b. To conclude the ground-rule activity, each student could write his/her name on the top of a piece of paper and pass it to the next person. Starting at the bottom of the paper, each student could write a positive comment about the person whose name is at the top, fold the paper to cover the comment and pass it to the next person.

2. demonstrate an understanding of the interplay between the family and physical, emotional and social environments

2.1 Students could generate a list of all the things family members do for each other and what families do for society. They could then group the items in the list under the general functions of families as outlined by the Vanier Institute of the Family.

**GCO 1. Students will acquire an understanding of issues and challenges which impact the family.**

**Notes/Resources/Background Information**

**Suggestions for Assessment**

**Note:** This would be a good time to introduce ground rules, class climate, roles, expectations (work ethic, respect, etc.), issues relating to sensitivity and confidentiality.

**Note:** Set a time limit so that the paper keeps moving. Some general guidelines for the activity may include make comments positive, write small, fold small, keep the paper moving and remember the ground rules.

**The Basic Functions of Families**

In an article by Schlesinger (1998), the six basic functions of families as identified by Zimmerman are outlined

- Physical maintenance and care of family members. Within healthy families, children, adults and seniors all receive the care and support they need: food, shelter, clothing, protection and so on. Where families are not available or are unable to provide these services, family members suffer and substitutes, usually inadequate ones, must be found.
- Addition of new members through procreation or adoption and their relinquishment when mature. Society renews itself through families. For this function, there is, literally, no substitute.
- Socialization of children for adult roles. Families prepare their children for life. Most do a fairly good job of it, teaching skills, values and attitudes that equip them to learn, work, form friendships and contribute to society.
- Social control of members: the maintenance of order within the family and groups external to it. Within families, individuals learn positive values and behaviour and receive criticism for negative ones.

- Students could write an essay outlining the purpose of the typical Canadian family and describe the typical family in 25 years from now.

(continued on p. 37)

## Knowledge and Understandings

**GCO 1. Students will acquire an understanding of issues and challenges which impact the family.**

### Outcomes

### Suggestions for Learning and Teaching

It is expected that students will

2. demonstrate an understanding of the interplay between the family and physical, emotional and social environments

- 2.2a. Students could brainstorm ideas of how the family can contribute to the maintenance of healthy physical, emotional and social environments. As a class, students could generate a list of major categories with a sub-list of specific examples. (See note and list of possible responses opposite, p. 37.)

**GCO 1. Students will acquire an understanding of issues and challenges which impact the family.****Notes/Resources/Background Information****Suggestions for Assessment**

- Maintenance of family morale and motivation to ensure task performance both within family and in other groups. In this regard, families provide the glue that holds society together and keeps it functioning. Beyond providing mere social control, families, through love and spiritual leadership, inspire their members and others to keep trying.
- Production and consumption of goods and services. Families provide for their own by producing goods and services such as food, home maintenance and health care. As they strive to fulfil the needs of their members, they play a vital role in the national economy.

**Note:** Consideration needs to be given to the fact that not all of the above functions apply to every family. As well, consideration should be given to the degree to which one or more of these functions apply - family functions change as circumstances change.

**Note:** Refer to definition of brainstorming, *LIFECHOICES: Venturing Out*, Teacher Resource, p. 13.

**How families contribute:**

For *physical environment*, responses may include the following

**recycling:** composting, returning cans and bottles, returning catalogues;

**conserving energy and water:** turning tap water off while brushing teeth, turning down thermostat, car pooling;

**safety:** fire escape route, child-proofing the home, arrangement of furniture for ease of movement, properly using and maintaining household equipment and appliances.

For *emotional and social environments* (these two are grouped together because of similarities and overlap), responses may include the following

**self-esteem:** providing praise, encouragement, recognition, and respect;

## Knowledge and Understandings

**GCO 1. Students will acquire an understanding of issues and challenges which impact the family.**

### Outcomes

It is expected that students will

2. demonstrate an understanding of the interplay between the family and physical, emotional and social environments

### Suggestions for Learning and Teaching

2.2b. Working in small groups, students could choose one of the categories and identify ways that a family may contribute to the *sustainability of these environments*. Students could present their ideas to the class. This activity could be extended or altered to include presentation of research through the following: collage, brochure, slide show, play or skit, role-play, comic strips, posters, publishing on the internet, puppet show, or song. (See notes 1 and 2 opposite, p. 39.)

2.3a. As a class, students could explore why young people today are more likely to live with their parents than did those a generation before.

**GCO 1. Students will acquire an understanding of issues and challenges which impact the family.**

**Notes/Resources/Background Information**

**Suggestions for Assessment**

**providing leadership and direction:** setting limits and rules together, providing positive guidance, participating in leisure and recreational activities, letting people have fun, engaging in family conferencing;

**social support:** supporting each other to get involved in extra-curricular and community activities, sharing tasks and responsibilities, juggling schedules, providing privacy;

**communication and care:** listening, family conferencing, handling disputes, respecting the opinions of others, being aware of financial obligations, appreciating of caregiver.

**Note:** The listing of major categories and sub-lists is not limited to those above. As well, examples in a sub-list depend on the major category title.

**Note 1:** In order to contribute to the sustainability of these environments, each family member has something to contribute. What family members contribute depends on their attitudes and dispositions, as well as skills and abilities. Some of these include caring, empathy, organizational skills, time management skills, problem solving capability, communication skills, getting along and resolving disputes. These should be kept in mind and related to the earlier discussion on setting ground rules for the class.

**Note 2:** This activity opens the door for the discussion of values regarding the use of resources and also provides an opportunity to discuss management of these resources for sustainability and future use.

**Note 3:** Feedback from the home can be included as part of the evaluation. This could be done through a record of family member comments accompanied by a signature.

**Note:** Resources and lesson plan for activity 2.3a can be found on the Statistics Canada web site: [www.statcan.ca](http://www.statcan.ca). Go to Learning Resources, Teachers, lesson plans, select The Crowded Nest: Young Adults at Home or search the site for this lesson plan is in .pdf format.

- Students could, in consultation with their families, develop a plan outlining what they will do to contribute to the maintenance of a healthy family environment. They could be asked to implement the plan and evaluate the outcomes. (See note 3 opposite.)

## Knowledge and Understandings

**GCO 1. Students will acquire an understanding of issues and challenges which impact the family.**

### Outcomes

It is expected that students will

2. demonstrate an understanding of the interplay between the family and physical, emotional and social environments

### Suggestions for Learning and Teaching

- 2.3b. Students could examine less common living arrangements among families: consider values and responsibilities within the family and discuss the relationship between grandparents and grandchildren.

- 2.3c. As a class, students could determine how many of them live in three-generation households or know of other families with three generations in the same household. Students could discuss the following

1. Reasons why grandparents and their children live in the same household
2. Age-related conflicts that exist between parents and children, between grandparents and grandchildren
3. How grandparents treat grandchildren differently than their parents do
4. How grandparents contribute to the family
5. Special needs of grandparents

- 2.4a. Students could consider the following

In order to live, we all consume resources that are provided by nature. We use these resources on a daily basis, often without giving consideration to their use and consumption.

- 2.4b. Students could use the Ecological Footprint to calculate the impact they have on nature and the environment. (See reference opposite, p. 41.)

Following the calculation of their ecological footprint, students could consider what they and their family do, and can do, to contribute to the sustainability of the planet.

**GCO 1. Students will acquire an understanding of issues and challenges which impact the family.**

**Notes/Resources/Background Information**

**Note:** Resources and lesson plan for activity 2.3b can be found on the Statistics Canada web site: [www.statcan.ca](http://www.statcan.ca). Go to Education Resources, select Course, select Home Economics and Family Studies, select “Under one roof: Three generations living together” or search the site for this lesson plan is in .pdf format.

Case Studies Appendix A: Family As Ecosystem, pp. 163-164.

**Note:** It is important to focus discussion on respect, communication and listening skills, problem solving and conflict resolution. These are the essential components of strategies for ‘getting along’. Also, as much as the family can do, there will be situations where families will require some support. Identify sources of help and support for families. Consider the full range of options available in the extended family, social groups and the larger community.

*Family Studies Kit* found on the Statistics Canada website: [www.statcan.ca](http://www.statcan.ca). Go to Learning Resources, Teacher’s Kits, Family Studies Kit or search the site.

The Ecological Footprint Calculator: [www.rprogress.org/programs/sustainabilityindicators/education](http://www.rprogress.org/programs/sustainabilityindicators/education) or [www.mec.ca/main/home.jsp](http://www.mec.ca/main/home.jsp). Click “Site Map”, click “Social and Environmental” or search the site.

**Note:** Before going to the site, explain to students how to interpret the computer-generated results.

**Suggestions for Assessment**

- Students could use case studies (see Appendix A: Family As Ecosystem) as the basis for discussing how family members can contribute positively to the emotional and social environment. For each case study, students can consider how each family member could act differently to make the environment healthier and more supportive and contribute to the social and emotional well-being of its members.
- Students could discuss five ways that families can contribute to the sustainability of the physical environment.
- Students could investigate ways to use resources wisely and efficiently such as hot water for showering or use of light bulbs. They could prepare an informative poster or brochure that focuses on responsible efficient use of household resources.
- Journal Activity or Personal Reflection: Students could record their feelings about the Ecological Footprint Calculator activity and their score.

## Knowledge and Understandings

**GCO 1. Students will acquire an understanding of issues and challenges which impact the family.**

### Outcomes

It is expected that students will

2. demonstrate an understanding of the interplay between the family and physical, emotional and social environments

### Suggestions for Learning and Teaching

2.5 Working in small groups, students could make use of the copies of charts indicating social and economic changes in the Canadian family, interpret data and develop a list of changes that have occurred in the family. Are there additional changes that can be added to the list?

2.6 Students could view *The Untold Story*, a video about women's suffrage in Newfoundland and Labrador and discuss how public policy (or lack of) affects the healthy growth and development and sustainability of family members. Students could select a current social, political and/or economic issue affecting families and discuss the issue, taking into account the following

1. current policy
2. changes that need to occur to support the issue
3. current activities aimed at making a needed change

2.7 Students could consider attitudes toward work and family, how women's role in the work force has changed and how attitudes toward work and family influence our choices and our behaviours.

2.7a. Students could design and conduct a survey that focuses on attitudes toward women employed in the labour force and women staying at home. They could consider the following

1. Do the responses of people surveyed reflect the national data?
2. Are there differences of opinion or attitudes between younger and older persons?
3. Are there differences of opinion or attitudes between males and females?

**GCO 1. Students will acquire an understanding of issues and challenges which impact the family.**

### Notes/Resources/Background Information

### Suggestions for Assessment

Statistics on Canadian Families: [www.statcan.ca](http://www.statcan.ca), click on **Canadian statistics**. You will find free tabular data on aspects of Canada's economy, land, people and government.

*"Strengths in Families: Accentuating the Positive"* by Ben Schlesinger. See Vanier Institute of the Family Web Site for the complete article: [www.vifamily.ca/cft/strength/strength.htm](http://www.vifamily.ca/cft/strength/strength.htm)

**Note:** The video, *The Untold Story*, has been previously provided to schools by the Department of Education.

- Students could outline 5 workplace-related actions that governments and/or employers can take to support families.

See *Profiling Canada's Families II*, Vanier Institute of the Family for material related to activity 2.7, p. 42.

- In a brief paragraph, students could discuss how the roles of two of the following are affected in families where both parents work:
  - the mother
  - the father
  - the children

## Knowledge and Understandings

**GCO 1. Students will acquire an understanding of issues and challenges which impact the family.**

### Outcomes

### Suggestions for Learning and Teaching

It is expected that students will

- |  |  |
|--|--|
| <p>2. demonstrate an understanding of the interplay between the family and physical, emotional and social environments</p> | <p>2.7b. In small same-sex groups, students could discuss the roles the group members foresee for themselves in the labour force and in the family. Have each group discuss the roles they foresee for their spouses or partners in the workplace and in the family. In each case, how are the roles different for the family setting(s) in which they grew up?</p>  |
| <p>3. demonstrate an understanding of responsibility in relation to self, family and community</p>                         | <p>3.1 Students could consider and outline their responsibilities to themselves, their family and their community.</p> <p>3.2 Students could engage in a class discussion using the following questions as a guide</p> <ol style="list-style-type: none"> <li>1. Is it ever OK to lie? If so, when?</li> <li>2. How does it feel when someone lies to you?</li> <li>3. What do you do when the person next to you lies and you know the truth?</li> <li>4. When you lie and someone finds out about it, how do you feel?</li> <li>5. How do you think the person who found out about your lie feels about you?</li> <li>6. With respect to the issue of lying/truth telling, what responsibilities do you have to yourself? To others (parents, friends)?</li> </ol> |

## Knowledge and Understandings

**GCO 1. Students will acquire an understanding of issues and challenges which impact the family.**

### Notes/Resources/Background Information

### Suggestions for Assessment

Responsibility Assignment, Appendix A: Family As Ecosystem, p. 162.

**Note:** Issues that may arise include lying, being true to self, following their values, respecting the values of others and self-respect.

**Note:** A developmental task of adolescents is to develop core values and often teens are not aware of what these are until they arise in a crisis situation. This activity provides opportunity to discuss a value and the choices one often has to make when acting on the value. Other issues which could be explored through a similar set of questions might include stealing, cheating, speeding.

- In an essay, students could discuss the implications of the roles outlined in activity 2.7b. on the long-term well-being of women, men and children in a family.

Students could generate a list of organizations that provide service to others. In small groups, students could choose an organization from the list and use the following questions to prepare a brief presentation for class

1. What is the organization?
2. What services does it provide?
3. How is the organization funded?
4. Why do people get involved in this organization?
5. What can you do?
6. How do you get involved?

## Skills And Abilities

**GCO 2. Students will develop the capability/ability to use skills, resources, and processes; and to create conditions and take actions that support individuals and the family.**

### Outcomes

### Suggestions for Learning and Teaching

It is expected that students will

- |  |  |
|--|--|
| <p>4. propose resource management strategies that impact positively on the family environment</p>  | <p>4.1 Students could choose a resource or combination of resources (time; money; energy; food and food products; clothing; knowledge, skills, and talents; housing; transportation) and develop a comprehensive plan for efficient and effective use in their home or among family members.</p> <p>4.2 As a home assignment, each student could graph the amount of time (hours) each member of their family spends on the following</p> <ol style="list-style-type: none"> <li>1) paid work</li> <li>2) unpaid work (this includes school, schoolwork, housework and household chores, volunteer activities)</li> <li>3) sleeping</li> <li>4) recreational activities</li> <li>5) transportation</li> </ol> <p>Students could analyze the data, draw conclusions and make generalizations.</p> |
| <p>5. propose personal interaction strategies that contribute to a positive family environment</p> | <p>5.1a. Students could refer to the <i>Employability Skills 2000+</i>, Conference Board of Canada, review the list of skills under the three categories and discuss which of the skills outlined are essential to personal, family and workplace relationships.</p> <p>5.1b. Personal Reflection</p> <p>Students could reflect on each skill and do a self-inventory by using a rating scale for each employability skill. They could look at their rating and prioritize the five skills that they could work on this school year.</p> <p>5.1c. As a class, students could discuss, using specific examples, how the skills listed in the <i>Employability Skills 2000+</i> can improve family environments.</p>   |

## Skills And Abilities

**GCO 2.** Students will develop the capability/ability to use skills, resources, and processes; and to create conditions and take actions that support individuals and the family.

### Notes/Resources/Background Information

### Suggestions for Assessment

**Note:** For each of the categories of activities, use different colors to shade blocks on graph paper.

**Note:** The services provided to a family by its members can be given a dollar value by estimating what it would cost to purchase these services professionally.

- Based on the data collected in Activity 4.2, students could propose, if necessary, strategies that contribute to shared and equitable workload.

**Note: Activity 5.1a is critical:** It serves to introduce the range of topics and skills fundamental to and interwoven throughout the course. This would be an appropriate point to provide an overview of the other components to be addressed in *Human Dynamics 2201*. At this point, you could provide a copy of the outcomes for the remaining components and the evaluation scheme for the course.

**Note:** It is important that students understand that personal-reflection activities are personal and private, and that they are **not** intended for sharing with the class.

*Employability Skills 2000\**, Conference Board of Canada. *The Employability Skills Self-Inventory* Worksheet (see Appendix A: Family As Ecosystem, pp. 165-169.)

- Using examples, students could explain how employability skills can improve family environments.

## Attitudes And Behaviours

**GCO 3. Students will be encouraged to evaluate knowledge, attitudes, and capabilities; monitor progress; and set new learning goals as an individual and as a family member.**

### Outcomes

### Suggestions for Learning and Teaching

It is expected that students will

6. assess family practices and activities that impact on physical and social environments in relation to their contribution to the sustainability and improvement of these environments

6.1 Personal Reflection

Students could consider a family practice or an activity that impacts on the physical and/or social environment and think about

- what they can do to contribute positively
- what other family members can do to contribute positively

They could consider developing a manageable personal plan of action, try it out and evaluate the outcome(s).

7. monitor progress regarding respect for self, others, family and community

7.1 Students could identify what *respect* looks like, feels like and sounds like. They could then consider respect for self, respect for others, respect for family members and respect for the community. Students could identify what it looks like, feels like and sounds like when others respect them.

## **Attitudes And Behaviours**

**GCO 3. Students will be encouraged to evaluate knowledge, attitudes, and capabilities; monitor progress; and set new learning goals as an individual and as a family member.**

**Notes/Resources/Background Information**

**Suggestions for Assessment**

**Note:** Activities in this section, Attitudes and Behaviours, are proposed as follow-up to the previous outcomes and are not intended for student assessment and evaluation.



## Specific Curriculum Outcomes: Relationships

### Knowledge and Understanding

Students will be able to

1. demonstrate an understanding of the types, range and depth of relationships and how they evolve and change. (GCO1, HD-KSCO4)
2. demonstrate an understanding of what constitutes healthy relationships. (GCO1, HD-KSCO2, 4, 5)
3. demonstrate an understanding of what constitutes abuse in relationships. (GCO1, HD-KSCO7)
4. demonstrate an understanding of the impacts of customs, values and beliefs on relationships. (GCO1, HD-KSCO3)

### Skills and Abilities

Students will be able to

5. critically analyze the messages about relationships portrayed in the media. (GCO2, HD-KSCO1)
6. analyze emotional and social issues that affect adolescent relationships. (GCO2, HD-KSCO1)
7. propose and evaluate strategies for dealing with issues in relationships. (GCO2, HD-KSCO2, 3, 5)
8. analyze strategies for building, sustaining and ending relationships. (GCO2, HD-KSCO2, 3, 5)

### Attitudes and Behaviours

Students will be encouraged to

9. evaluate personal relationships. (GCO3, HD-KSCO1)
10. monitor personal skills and abilities for healthy sustainable relationships. (GCO3, HD-KSCO2)
11. set personal goals for the development and enhancement of personal relationships. (GCO3, HD-KSCO3)

**Note 1:** The above outcomes should be clearly communicated to students, noting that the outcomes under Attitudes and Behaviours are not intended for evaluation by the teacher.

**Note 2:** The suggested teaching and learning activities on the following two-page spread are presented as a range from which to choose. It is not intended that all the activities be implemented. Activities can be selected, modified or added so that all outcomes are addressed in the time frame specified on pp. 5-6 and 22 of this curriculum guide.

**Note 3:** In many cases, the activities under **Suggestions for Learning and Teaching** can be used as is or modified for student assessment. The reverse is also true: The suggested assessment activities can be used as learning and teaching activities.

## Knowledge and Understandings

**GCO 1. Students will acquire an understanding of issues and challenges which impact the family.**

### Outcomes

It is expected that students will

1. demonstrate an understanding of the types, range and depth of relationships and how they evolve and change

### Suggestions for Learning and Teaching

- 1.1a. As an introduction to this component and as a way of exploring relationships, students could brainstorm responses to the following questions: What is a relationship? What are some types of relationships?
- 1.1b. Students could work in small groups to generate a list of the types of relationships in which young people may be involved. This list can be grouped into various categories (personal, group, formal, authority-based, impersonal). Students could imagine themselves in the centre of a circle and arrange the types of relationships in additional concentric circles beginning with those closest to them and radiating outward. Through discussion, students could include any other relationships that would fit into one of the generated categories, identify relationships that fit into more than one category and consider whether relationships can change from one category to another over time.
- 1.1c. Students could indicate whether or not they noticed any differences and/or similarities between young men's and young women's understanding of relationships in their discussions in 1.1b above.

#### 1.2 Personal Reflection

Students could use the quiz, "Do You Believe in Yourself?", as a way to reflect on who they are, their sense of self and who they want to be. After completing the quiz, students can use the scoring guide to determine their confidence level. They could reflect on their sense of self and how it affects, and is affected by, the types of relationships in which they are involved.

**Intimate Physical Relationships** In addition to the emotional, social and spiritual components of healthy relationships, there is a physical component. If students choose to have physical relationships, they need basic knowledge and understandings to ensure that their actions do not result in pregnancy or sexually transmitted infections (STI), also known as sexually transmitted diseases (STD). The suggested activities 1.3 to 1.8 are intended to help students review and/or increase their knowledge related to this aspect of intimate relationships.

## Knowledge and Understandings

**GCO 1. Students will acquire an understanding of issues and challenges which impact the family.**

### Notes/Resources/Background Information

### Suggestions for Assessment

**Note:** Refer to *LIFECHOICES: Relationships*, Teacher Resource, pp. 40- 42 for information and suggestions.

**Note:** Refer to definition of brainstorming, *LIFECHOICES: Relationships*, Teacher Resource, p. 16.

“What is a Relationship?” *Choices for Positive Youth Relationships Instructional Guide*, Lesson 1, pp. 40-41. (This resource is available from the school guidance counsellor.)

**Note:** The Baby Think It Over<sup>®</sup> Program has learning activities to support outcomes in this component.

Students could complete a portfolio assignment for this component in modified format (See p. 31 of this curriculum guide for details.)

**Note:** It is important that students understand that personal-reflection activities are personal and private. They are not intended for sharing with the class.

**Note:** It is important to emphasize the fact that the student’s relationship with self is a strong determinant of the quality of relationships with others.

“Building Self-Esteem in the Classroom”, *LIFECHOICES: Relationships*, Teacher Resource, pp. 24-29.

Students could complete “Do You Believe in Yourself?” activity, *LIFECHOICES: Relationships*, Student Resource, pp. 5-7.

## Knowledge and Understandings

**GCO 1. Students will acquire an understanding of issues and challenges which impact the family.**

### Outcomes

It is expected that students will

1. demonstrate an understanding of the types, range and depth of relationships and how they evolve and change

### Suggestions for Learning and Teaching

- 1.3 Students could assess their knowledge and understanding of the basics of sexuality by taking the quiz “How Informed Am I?” The test could be done orally in a group or individually in written format. The results could be used to plan learning activities and choose from a range of resources to increase individual student understanding and awareness related to the physical component of relationships.

- 1.4 Students could use the interactive software, *Itchin’, Burnin’ & Squirmin’: STDs and You* and *Birth Control That Works* to explore topics related to reproductive anatomy, sexually transmitted infections and unplanned pregnancies.

These interactive software programs review the facts about 1) the common STI: symptoms, transmission, treatment and prevention and 2) birth control: the methods (barrier, hormonal and abstinence), their effectiveness and how to use them. The programs present abstinence, monogamy and condoms as preventive measures. Each program starts with a quiz to let users assess their level of knowledge.

- 1.5 Students could research information on the most common sexually transmitted infections to learn about the causes, how to recognize the symptoms, how to protect themselves from contracting them and how to get additional information and help should they need it.

Students could use the research to

- Design posters for public display in the school, at a school health fair, or as computer screen savers

(continued on p. 56)

## Knowledge and Understandings

**GCO 1. Students will acquire an understanding of issues and challenges which impact the family.**

### Notes/Resources/Background Information

### Suggestions for Assessment

“How Informed Am I? Activity Sheet, Appendix B: Relationships, pp. 175-176.

“How Informed Am I” (Teacher Guide), Appendix B: Relationships, pp. 177-181.

### CAUTION

The links to Internet sites in this component have information of a sexual nature and they may link to other web sites that deal with these sexuality topics in frank and graphic detail. Teachers should view the content before providing these resources to students. Please note that the presence of a link to an on-line resource does not represent an endorsement of that resource by the Department of Education. Suggested links are provided as a starting point to explore the vast resources available on the Internet.

*Itchin', Burnin' & Squirmin': STDs and You*, freeware provided by University of Alberta Health Centre: [www.ualberta.ca/dept/health/web\\_docs/healthinfo](http://www.ualberta.ca/dept/health/web_docs/healthinfo)

*Birth Control That Works*, freeware provided by University of Alberta Health Centre: [www.ualberta.ca/dept/health/web\\_docs/healthinfo](http://www.ualberta.ca/dept/health/web_docs/healthinfo)

**Note:** The above 2 freeware programs are provided on CD as a resource to accompany this curriculum guide.

Healthy Sexual Choices [Sex Talk], *LIFECHOICES: Healthy & Well* Teacher Resource, pp. 123-154 (This resource, one of the authorized resources for Healthy Living 1200, may be available in your school.)

*What you need to know about STI*, available in print from Health Canada or at: [www.hc-ca.gc.ca](http://www.hc-ca.gc.ca)

Planned Parenthood Federation of Canada: [www.ppfc.ca](http://www.ppfc.ca)

Sex Information and Education Council of Canada (SIECCAN): [www.sieccan.org](http://www.sieccan.org)

Public Health Nurses, Health and Community Services Regions can provide information and assistance through a variety of resources. Canadian Health Network: [www.canadian-health-network.ca](http://www.canadian-health-network.ca)

## Knowledge and Understandings

**GCO 1. Students will acquire an understanding of issues and challenges which impact the family.**

### Outcomes

### Suggestions for Learning and Teaching

It is expected that students will

1. demonstrate an understanding of the types, range and depth of relationships and how they evolve and change
  - Create short PSAs for broadcast over the school public announcement system at regular intervals or during specific times in the calendar year such as AIDS Awareness Week
  - Display messages on monitors throughout the school or distribute as screen savers
  - Prepare skits demonstrating the ease with which STI are spread and how their occurrence can be prevented
  
- 1.6 Students could learn about birth control as a means of avoiding unplanned pregnancies by engaging in various activities such as the following
  - Research the methods of birth control and use the results to engage in learning activities such as those suggested in 1.5 above
  - Discuss methods of birth control in small group or whole class discussion
  - In learning centers, use a variety of sample birth control methods obtained from a resource person or agency (i.e., public health nurse or Health and Community Services Regional Office) to learn how each method is effectively used.
  
- 1.7 Students could demonstrate knowledge and understanding by matching sentence parts to come up with the facts about birth control and sexually transmitted infections.
  - basic reproductive anatomy and terminology
  - the steps in using a birth control method such as a condom

## Knowledge and Understandings

**GCO 1.** Students will acquire an understanding of issues and challenges which impact the family.

### Notes/Resources/Background Information

### Suggestions for Assessment

Health Canada On-line: [www.hc-sc.gc.ca](http://www.hc-sc.gc.ca)

Communities and Schools Promoting Health, a Gateway to information on comprehensive school health (CSH) and health promoting schools (HPS), provides links to research, reports, how-to manuals, planning and assessment tools, lesson plans and student webquests: [www.safehealthyschools.org](http://www.safehealthyschools.org)

Association of Reproductive Health Professionals: [www.arhp.org](http://www.arhp.org)

**Note:** The condom is the only method of birth control that is also effective in preventing STI. It is important that students grasp and understand this point.

**Note:** For activity 1.7, make a list of true statements about STI and birth control. The “How Informed Am I?” activity sheet could be used as a guide. Place each statement on a strip of paper. Cut each strip into 2-3 pieces, distribute the pieces randomly among students and have them correctly match sentence parts.

Workshop on Birth Control Methods and the Prevention of Unplanned Pregnancies is available at: [www.hc-sc.gc.ca](http://www.hc-sc.gc.ca)

Public Health Nurses, Health and Community Services Regions can provide information and assistance through a variety of resources. Canadian Health Network: [www.canadian-health-network.ca](http://www.canadian-health-network.ca)

Health Canada On-line: [www.hc-sc.gc.ca](http://www.hc-sc.gc.ca)

## Knowledge and Understandings

**GCO 1. Students will acquire an understanding of issues and challenges which impact the family.**

### Outcomes

It is expected that students will

1. demonstrate an understanding of the types, range and depth of relationships and how they evolve and change

### Suggestions for Learning and Teaching

- 1.8 In a class discussion, students could talk about
  - Who is responsible for STI prevention.
  - Who is responsible for pregnancy prevention.
  
- 1.9 Students could develop an advertisement for the person they are or the person they want to be. The goal of this activity is to have students by-pass the thinking, dogmatic, predominant part of the brain and focus on the intuitive playful part to attempt to find out about themselves and who they are. In developing this sense of self, students could
  1. Work in pairs and both draw or trace on a large sheet of newsprint an image that has meaning to them or that represents them.
  2. Thumb through a collection of magazines while engaging in social conversation and identify pictures or words (without analysis, without thinking about it) to represent themselves. Include diverse aspects of themselves, such as interests, hobbies, lifestyles, favorite things, family and career aspirations. Allow 30-35 minutes for this part of the activity.
  3. Glue their collection of images and words to the drawn or traced image on the newsprint.
  4. Display the representation to the group and take ownership by attempting to explain it.
  
- 1.10 Students could use current movies or television programs to illustrate a variety and range of relationships. They could also discuss the effect of these relationships on the characters' sense of self.
  
- 1.11 Students could give an example or share a story about how a young person responded to a need in the community, school or family. They could speculate about or describe the effect on the young person's sense of self.

## Knowledge and Understandings

**GCO 1.** Students will acquire an understanding of issues and challenges which impact the family.

### Notes/Resources/Background Information

### Suggestions for Assessment

**Note:** This discussion should include the concept that all individuals involved in a relationship are collectively responsible, as well as individually responsible for the actions and outcomes in sexual relationships.

**Note:** See Background information and additional activities, *LIFECHOICES: Relationships*, Teacher Resource, pp. 20-29.

“she shoots, she scores!”, *LIFECHOICES: Relationships*, Student Resource, p. 17.

Students could answer the following questions How important is a positive self-image? What impact does it have on others’ relationships to you? What impact does it have your relationship to others?

## Knowledge and Understandings

**GCO 1. Students will acquire an understanding of issues and challenges which impact the family.**

### Outcomes

### Suggestions for Learning and Teaching

It is expected that students will

- |  |  |
|--|--|
| <p>1. demonstrate an understanding of the types, range and depth of relationships and how they evolve and change</p> | <p>1.12 Personal Reflection</p> <p>Using a thought web, students could identify individuals with whom they have relationships. Students could place themselves in the centre of the web and, using symbols to represent each individual, place these at varying distances from the centre to indicate the closeness and/or value of each relationship to them.</p> <p>1.13a. Students could choose a song depicting a specific type of relationship and provide a play copy of the song and copy of the lyrics to the teacher for review. Students could present and play their selection for the class. They could review and summarize the kinds of relationships depicted in their selection. As each song is played, each student can complete a chart noting the name of the song, the artist, the type of relationship depicted and the message and/or summary of the song.</p> <p>1.13b. As a follow-up or alternate activity, students could rewrite the words to depict another type of relationship, another outcome or another message.</p> |
| <p>2. demonstrate an understanding of what constitutes healthy relationships</p>                                     | <p>2.1a. Through a class discussion, students could answer the following questions Who are peers? Who has peers? Are they influenced by their peers? Does everyone have peer pressure? Is peer pressure always negative? Are there any differences or similarities in the peer pressures for young men and young women?</p> <p>2.1b. Students could read and discuss or comment on the articles “20 Ways to Fight Peer Pressure” and “Teen Court Puts Peer Pressure to Work Fighting Crime”. (See reference opposite, p. 61.)</p>  |

## Knowledge and Understandings

**GCO 1.** Students will acquire an understanding of issues and challenges which impact the family.

### Notes/Resources/Background Information

### Suggestions for Assessment

**Note:** Using symbols or initials for the individuals with whom one has relationships allows for anonymity. Place all the thought webs in a sealed envelope for later use with activity 6.3a, p. 84.

**Note:** It is important that students understand that personal-reflection activities are personal and private. They are not intended for sharing with the class.

**Note:** Songs are submitted to the teacher in advance for screening purposes.

**Note:** If time is limited, this activity could be completed in small groups or students could be selected by a draw to present their song selection.

Students could be evaluated using a copy of the lyrics submitted in activity 1.13a to determine their ability to identify the type, depth or range of relationships depicted in the song.

Evaluation criteria could include

- copy of lyrics
- summary of song
- identification of types of relationships with explanation
- message of the song

**Note:** For further information and activities, see *LIFECHOICES: Relationships*, Teacher Resource, pp. 42-44.

“20 Ways to Fight Peer Pressure” and “Teen Court Puts Peer Pressure to Work Fighting Crime”, *LIFECHOICES: Relationships*, Student Resource, pp. 2-4, and p. 81.

## Knowledge and Understandings

**GCO 1. Students will acquire an understanding of issues and challenges which impact the family.**

### Outcomes

It is expected that students will

2. demonstrate an understanding of what constitutes healthy relationships

### Suggestions for Learning and Teaching

2.2a. As a class, students could describe what emotional abuse looks like, feels like and sounds like.

2.2b. Students could work in small groups to propose behavioural guidelines and strategies to decrease or eliminate the incidence of emotional abuse. Students could discuss these guidelines and strategies and develop a code of conduct that could be posted in class for reference and as a reminder.

2.3a. Balance Scale

Students could brainstorm a list of qualities, issues, events and circumstances that have either positive or negative impacts on relationships, e.g., good communication skills, patience, loss of job, stress, birth of a baby, sense of humour, etc..

2.3b. To help them understand the dynamics of relationships, students could place the items identified in 2.3a above on a balance scale. The ‘enhancers’ of relationships can be placed on one side of the scale and the ‘detractors’ on the other. Some items on the list may be placed on both sides of the scale or in the middle. Everyone should be sensitive to and consider cultural and family beliefs, values and practices.

2.4 Students could engage in *The Gift Activity* as a way of providing an opportunity to give positive feedback to each other. It would be similar to a “pass the parcel” activity. The teacher could purchase a small gift (a box of chocolate clusters or something similar that would be easy to wrap) for each group. The teacher could divide the class into groups of 6 - 8 members.

(continued on p. 64)

## Knowledge and Understandings

**GCO 1.** Students will acquire an understanding of issues and challenges which impact the family.

### Notes/Resources/Background Information

### Suggestions for Assessment

*Choices for Positive Youth Relationships*, available from the school guidance counsellor.

**Note:** As peer pressure will likely be discussed here, encourage discussion on ways to respond to peer pressure.

*LIFECHOICES: Relationships*, Teacher Resource, pp. 84-89.

Making Waves: [www.mwaves.org](http://www.mwaves.org)

This website is dedicated to sharing information with teens about healthy and unhealthy relationships.

**Note:** To support the outcome of understanding what constitutes healthy relationships, a list of positive, healthy relationship characteristics could be compiled and posted in the classroom as reference.

*Choices for Positive Youth Relationships Instructional Guide*, pp. 44-48.

### Preparation beforehand

Starting with the last instruction, the teacher would wrap the “gift” with paper and attach the label “*Now open the gift and share it with the group*”. The teacher would then apply another layer of wrapping and attach another label with a statement such as *Give the gift to someone who made you laugh*. Wrapping in this manner would continue until the required number of layers has been applied. (See Appendix B: Relationships, pp. 182-183, “*Give the Gift To...*” for suggested labels or statements.)

## Knowledge and Understandings

**GCO 1. Students will acquire an understanding of issues and challenges which impact the family.**

### Outcomes

It is expected that students will

2. demonstrate an understanding of what constitutes healthy relationships

### Suggestions for Learning and Teaching

#### Instructions to the students

The package will be passed among people in the group. Once a person is given the package, he/she will remove a layer of wrapping, read the message on the label, choose someone in the group to whom the label applies and then pass the package to that person. Each person should receive the package once, therefore, each person should receive at least one “gift” message. This process continues until the last layer is removed from the package and the group shares the gift.

#### Debriefing

Students could share feelings about this activity and suggest additional comments that could be added.

**Note:** The above activity could be used to extend awareness around gender analysis and challenge gender stereotypes by substituting some of the phrases in the appendix with the suggested phrases below. Students could be asked to give a stereotypical masculine characteristic to a young woman or give a stereotypical feminine characteristic to a young man. The following are lists of characteristics that could be used.

A young woman who seems:

A young man who seems:

Courageous

Kind

Ambitious

Sympathetic

Resourceful

Helpful

Responsible

Supportive

Intelligent

Caring

Competitive

Friendly

Logical

Gentle

Assertive

Sensitive

Brave

Empathic

A good leader

A good communicator

Capable

Thoughtful

## Knowledge and Understandings

GCO 1. Students will acquire an understanding of issues and challenges which impact the family.

Notes/Resources/Background Information

Suggestions for Assessment

*Celebrating Diversity, Respecting Differences*, Women's Policy Office,  
Government of Newfoundland and Labrador. [www.gov.nl.ca/exec/wpo](http://www.gov.nl.ca/exec/wpo)

**Note:** In raising awareness and challenging gender stereotypes, it may be useful to point out that positive traits applied to one gender may have a negative connotation for the opposite gender. Discussion should be encouraged to extend the positive traits more closely associated with one gender to the opposite gender.

## Knowledge and Understandings

**GCO 1. Students will acquire an understanding of issues and challenges which impact the family.**

### Outcomes

It is expected that students will

2. demonstrate an understanding of what constitutes healthy relationships

### Suggestions for Learning and Teaching

#### 2.5 Personal Reflection Match-up Activity

Students could divide a sheet of paper into two columns. In the left column, they could list all the characteristics which contribute to healthy relationships, i.e. communication, trust, support, etc.. In the right column, using symbols or initials, they could list all the people with whom they have close relationships. They could then connect each of the characteristics on the left with individuals who most exhibit those qualities.

- 2.6 Using the letters of the alphabet, students could identify a word or phrase associated with a healthy relationship, i.e., A- Always there for you; B-Being humourous; C- Communicating well; D-Dependable.

#### 2.7 Personal Reflection

Students could list the ten qualities that they have to offer to a relationship.

#### 2.8 Personality Traits Analysis

Students could engage in this assignment as a means of exploring different aspects of their personality from a personal perspective and also with input from four individuals who know them.

Students could use the Personality Traits Analysis Master List that contains a table with 20 personality traits listed. Students would rank themselves on a scale of 1-10 on each of the personality traits.

Then four selected individuals would each fill out a Personality Traits Analysis Sheet (See note opposite, p. 67). Students should choose at least one family member among the four to complete one of the analysis sheets.

Each student would then transfer the information to his/her Master List. An average for each personality trait would be determined from the 5 individual scores. The student would then follow the instructions found at the bottom of the Master List Sheet.

## Knowledge and Understandings

**GCO 1. Students will acquire an understanding of issues and challenges which impact the family.**

### Notes/Resources/Background Information

### Suggestions for Assessment

**Note:** It is important that students understand that personal-reflection activities are personal and private. They are not intended for sharing with the class.

**Note:** Be aware of, and be prepared to discuss, traits that may stereotype gender roles. Seek to associate positive words with each gender.

**Note:** It is important that students understand that personal-reflection activities are personal and private. They are not intended for sharing with the class.

See Appendix B: Relationships, pp. 184-186 for Personality Traits Analysis sheets.

**Note:** The teacher should stress to students that these analyses should be completed in private and not with the student prompting or a group of people watching.

## Knowledge and Understandings

**GCO 1. Students will acquire an understanding of issues and challenges which impact the family.**

### Outcomes

It is expected that students will

2. demonstrate an understanding of what constitutes healthy relationships

### Suggestions for Learning and Teaching

2.9 Students could write a case study or scenario to describe a situation in a relationship where flexibility on the part of the individuals involved is essential to make the relationship work. Students could generate three to five questions or activities that could be used with the case study. The goal is to analyze the situation, generate options and make suggestions for a healthy sustainable relationship.

2.10 Students could collect cartoons, poems or sayings about relationships and design a display. Students should be prepared to discuss the types of relationships depicted.

2.11 Students could use a self-inventory to assess personal communication habits. Following the self-test, students could identify one strategy that they could try in an attempt to reduce barriers to communication in their lives.

2.12 A Gossip Activity

One student could create a fictitious story. This student then writes the details (2-3 sentences) on a piece of paper and submits it to the teacher. The student then whispers the story to one person and that person whispers it to another and so on until the story has been told to every person in the class. The last person repeats the story for the class. The teacher then reads the original written script. The two versions are compared. Students could discuss what happened, how it happened and relate it to what occurs in real life. Students could also discuss how gossip affects young men and women differently and identify some strategies to deal with that.

## Knowledge and Understandings

**GCO 1.** Students will acquire an understanding of issues and challenges which impact the family.

### Notes/Resources/Background Information

A sample situation that could serve as the basis of a case study or scenario is that of a friend who always wants to do something that the other friend doesn't.

### Suggestions for Assessment

Students could create a poster illustrating one aspect of a healthy relationship.

**Note:** Communication is considered a skill that is critical to healthy relationships. For this reason there are no specific outcomes related to communication, rather, information and strategies related to communication are incorporated into this component as well as into other components throughout the course.

Self-inventory for students. *LIFECHOICES: Relationships*, Teacher Resource. #6, pp. 49-50.

This activity is best suited to large classes.

## Knowledge and Understandings

**GCO 1. Students will acquire an understanding of issues and challenges which impact the family.**

### Outcomes

It is expected that students will

2. demonstrate an understanding of what constitutes healthy relationships

### Suggestions for Learning and Teaching

- 2.13 To illustrate the effectiveness of one-way and two-way communication, students could engage in the following activities sitting back to back in pairs
1. One student describes to the second student a drawing that she/he has been given. (See p. 71, opposite for sample drawings.) The second student draws the design while listening to and following the directions. No questions or comments are permitted by the second student.
  2. The above activity is repeated, this time with the second student asking questions for clarification as the directions are being given by the first student.
  3. Students can discuss the differences between activities 1 and 2. They could discuss what they learned from the activity and about their communication styles.
- 2.14 Students could use the chart “Communicating in your family” to discuss barriers to communication and the skills and practices that could be used to solve communication problems. Students could generate a list of situations where there would be disagreement and differing opinions and role-play them employing the skills listed in the chart to arrive at agreeable resolutions.
- 2.15 Students could generate discussion about sexuality and relationships using the following statements
1. It’s easier to have sex than to talk about it.
  2. You can only get pregnant once a cycle but you can get HIV any day of the week.
  3. Healthy sexuality is abstinence.
  4. It’s OK to have sex when you’re in love.
  5. Consent has everything to do with age, alcohol, drugs and pressure.

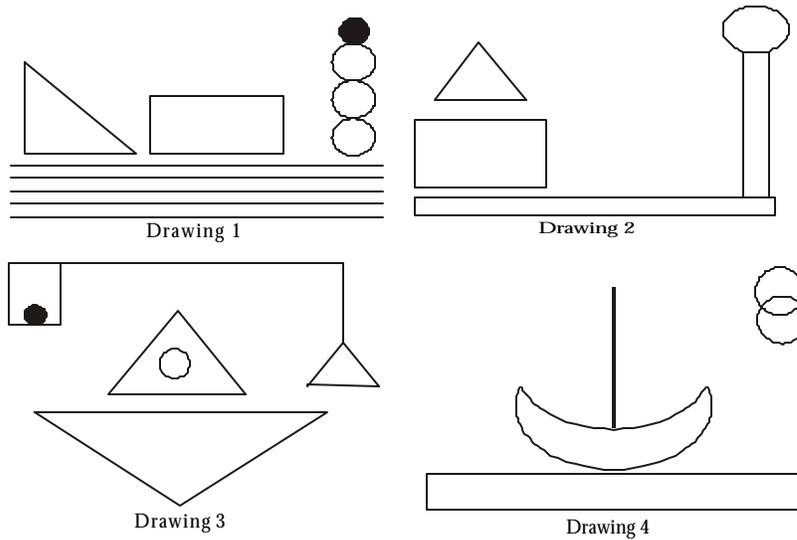
## Knowledge and Understandings

**GCO 1. Students will acquire an understanding of issues and challenges which impact the family.**

### Notes/Resources/Background Information

### Suggestions for Assessment

**Note:** Four drawings below are provided so that each student has the opportunity to give and receive information.



*LIFECHOICES: Relationships*, Student Resource, p. 89.

**Note:** This activity is important as communication is a critical component of healthy sexual relationships.

**Note:** It's important for the teacher to answer questions openly and honestly and clarify any misconceptions. Before engaging in this activity, it may be necessary to refer to the ground rules for discussion and effective communication, pp. 23-24.

Background Information: *LIFECHOICES: Relationships*, Teacher Resource, pp. 95-98.

Working in pairs, students could prepare a short class presentation on how to deal with pressures related to sexuality and sexual activity.

Students could investigate and present information about community-based resources to help individuals to deal with issues related to sexuality and relationships. (See *LIFECHOICES: Relationships, Teacher Resource*, activity 1, p. 98, for details.)

## Knowledge and Understandings

**GCO 1. Students will acquire an understanding of issues and challenges which impact the family.**

### Outcomes

It is expected that students will

3. demonstrate an understanding of what constitutes abuse in relationships

### Suggestions for Learning and Teaching

3.1 Using Activity 2.3, Balance Scale, students could consider the other part of the balance scale identifying 'detractors' of relationships such as sarcasm, bullying, put-downs, intimidations and threats. For each of the items include discussion of legal issues.

3.2 As a class, students could discuss the differences between conflict and violence. They could provide examples of family conflict and family violence. Students could answer the questions

1. What are some positive ways to express anger?
2. Identify ways to show respect to dating partners, family members, friends, others.
3. What actions show a lack of respect in relationships?

## Knowledge and Understandings

**GCO 1.** Students will acquire an understanding of issues and challenges which impact the family.

### Notes/Resources/Background Information

### Suggestions for Assessment

**Note:** The Balance Scale could also be used to identify and discuss gender issues.

“You and the Law - Violence and Abuse” *LIFECHOICES: Relationships, Student Resource*, p. 85.

“Warning Signs of an Abusive Relationship”, *LIFECHOICES: Relationships, Teacher Resource*. p.118.

*Choices for Positive Youth Relationships*, available from the school guidance counsellor.

Making Waves: [www.mwaves.org](http://www.mwaves.org)

This website is dedicated to sharing information with teens about healthy and unhealthy relationships.

*Making Waves - Making A Difference : A Student Manual on Dating Violence*, see website [www.mwaves.org](http://www.mwaves.org) for ordering publications.

**Note:** It is important that students understand that personal-reflection activities are personal and private. They are not intended for sharing with the class.

**Note:** The issue of respect may need some discussion and clarification: What one person or culture may consider respectful behaviour may be considered disrespectful by another. For example, in some cultures it is not appropriate for children to look directly into the eyes of adults when speaking to them.

*LIFECHOICES: Relationships, Teacher Resource*. pp. 114-115 for background information.

**Note:** Discussion could be broadened to include spousal (husband/wife) abuse, date rape, child abuse and elder abuse.

## Knowledge and Understandings

**GCO 1. Students will acquire an understanding of issues and challenges which impact the family.**

### Outcomes

It is expected that students will

3. demonstrate an understanding of what constitutes abuse in relationships

### Suggestions for Learning and Teaching

- 3.3 Students could choose an issue of violence in the school setting, the community or the province and engage in the following activities
1. Summarize their initial feelings regarding the situation.
  2. Take on the roles of principal characters and play out the response to what happened in the situation. They should focus on specific character's point of view, for example the parents, the perpetrator, the victim/survivor.
  3. Discuss what happened and what could have happened. They could consider as many lead-up events as possible and how they might impact on the results. They could consider what might have been done to prevent the incident from occurring in the first place.
  4. Explore and discuss how men and women experience anger and/or violence differently. They could consider the following: How do men exhibit anger/violence? How do women exhibit anger/violence? What do national/provincial statistics reveal about violence in our society?
- 3.4a. Personal Reflection
- Students could select a relationship and give it a health check by completing the activity "Rate Your Relationship". Students might conclude the activity by identifying an action they could take to address a negative aspect in a relationship.
- 3.4b. As a follow-up to this activity, students could discuss how a person can approach a partner, friend or family member about an issue that is contributing to a troublesome relationship.

## Knowledge and Understandings

**GCO 1. Students will acquire an understanding of issues and challenges which impact the family.**

### Notes/Resources/Background Information

### Suggestions for Assessment

**Note:** Handling Sensitive Issues, p. 24. Before choosing this activity, consider the dynamics of the class and the community as well as your own skill and comfort levels in dealing with sensitive and potentially polarizing issues. Provide options for students' safety, including their leaving the class.

Statistics and facts related to violence can be found at:  
Violence Prevention Initiative: [www.gov.nf.ca/vpi](http://www.gov.nf.ca/vpi)  
Statistics Canada: [www.statcan.ca](http://www.statcan.ca)

“Rate Your Relationship”, *LIFECHOICES: Relationships*, Student Resource, p. 25.

## Knowledge and Understandings

**GCO 1. Students will acquire an understanding of issues and challenges which impact the family.**

### Outcomes

It is expected that students will

4. demonstrate an understanding of the impact of customs, values and beliefs on relationships

### Suggestions for Learning and Teaching

4.1 Students could explore gender, age and culture as three factors that impact on role expectations in our society.

1. They could brainstorm examples of stereotyping in our culture.
2. Each student could choose from among the examples and write a short description of how to respond to the chosen example.
3. Students could share and discuss responses with the class.
4. Students could, as a group, list jobs/careers typically held by males and those held by females.

4.2a. In same gender or mixed groups, students could explore what it means to be feminine and masculine.

4.2b. In a class discussion, students could explore the expectations one gender holds for the other. They could consider whether or not these expectations are realistic or fair.

4.2c. Personal Reflection

Students could think about their experiences and identify how they have been affected by gender, age or cultural stereotypes. In what ways do they think they have affected others?

4.3 Students could read the article “he said, she said”. Do they agree with the differences in communication styles of males and female as outlined in the article? Are they accurate? stereotypical?

4.4 Students could identify expectations of a date. Extend this activity to a couple with children and have students discuss who should be responsible for household tasks including preparing meals, cleaning and laundry, child care and managing finances.

## Knowledge and Understandings

**GCO 1.** Students will acquire an understanding of issues and challenges which impact the family.

### Notes/Resources/Background Information

### Suggestions for Assessment

*LIFECHOICES: Relationships*, Teacher Resource, p. 79 and p. 107.

**Note:** Ensure that a good cross section of cultures is represented in this activity and discuss with the class the importance of being sensitive to and respectful of other cultures.

**Note:** The assessment activity in column 4 could link with the Ethical Issues 1104 or World Religions 3104 curriculum.

*LIFECHOICES: Relationships*, Teacher Resource, activities 3 and 4, p. 77.

*Celebrating Diversity, Respecting Differences*, Women's Policy Office, Government of Newfoundland and Labrador: [www.gov.nl.ca/exec/wpo](http://www.gov.nl.ca/exec/wpo)

Students could identify a variety of cultural groups, both local and global, where there are different approaches to and different practices in relationships. Once the list is generated, students could work in groups to research one of the cultures identified. They could consider how the culture has changed over time and how, as people migrate, they bring cultural practices and traditions with them. Students could use a variety of resources and various media to present findings to the class.

*LIFECHOICES: Relationships*, Teacher Resource, activity 5, p. 78.

**Note:** It is important that students understand that personal-reflection activities are personal and private. They are not intended for sharing with the class.

“he said, she said”, *LIFECHOICES: Relationships*, Student Resource, p. 110.

Students could select and research a non-traditional career, keeping in mind factors such as gender participation rates over time. They could identify the career-related challenges for each of the genders. Summaries could be posted in class.

*LIFECHOICES: Relationships*, Teacher Resource activity 9, p. 78.

## Knowledge and Understandings

**GCO 1. Students will acquire an understanding of issues and challenges which impact the family.**

### Outcomes

### Suggestions for Learning and Teaching

It is expected that students will

4. demonstrate an understanding of the impact of customs, values and beliefs on relationships

4.5 Students could read the article, 'Roles in Your Life'. They could think about the roles in their lives such as son/daughter, student, best friend, employee, girlfriend/boyfriend. Students could respond to the following questions What are the expectations around these roles and what are the responsibilities? How did they learn about them?

4.6 Through the following activity, students could explore the concept of balancing expectations. The size and composition of the class may affect the approach to this activity. The following is one suggestion

1. Two students would volunteer to stand in as a representative male and a representative female.
2. Each of the other students in the class would be supplied with 2 balloons. (In a small class, each student might be supplied with 4 balloons).
3. The class would be divided into the following groups: peers, parents, church/community, boyfriend/girlfriend, school/teachers.
4. Each group would discuss expectations that they might have of the male and the female representative. Each person would blow up and tie off his/her balloons. Then, from the perspective of the group to which this person is a member - *peers, parents, church/community, boyfriend/girlfriend, school/teachers*- he/she would use a marker to write an expectation he/she would have of the representative male on one balloon and an expectation he/she would have of the representative female on another balloon.
5. Each group member would now be asked to take turns handling their expectations on balloons to the volunteer male and female. They should read aloud the expectations, e.g., "*As a parent, I expect you to obey the rules of our house regarding curfew*". As more and more students hand off their expectations to the volunteers, it becomes harder for them to hold on to or "balance" all the expectations.

(continued on p. 80)

## Knowledge and Understandings

**GCO 1.** Students will acquire an understanding of issues and challenges which impact the family.

### Notes/Resources/Background Information

### Suggestions for Assessment

“Roles in Your Life”, *LIFECHOICES: Relationships*, Student Resource, pp. 96-97.

*LIFECHOICES: Relationships*, Teacher Resource, pp. 73-76.

**Note:** Another option is to have students write their expectations on slips of paper. They would then pass the slips of paper and the balloons to the volunteers in #5 opposite.

**Note:** This is why, with a smaller group, each student would identify 2 expectations for each volunteer.

## Knowledge and Understandings

**GCO 1. Students will acquire an understanding of issues and challenges which impact the family.**

### Outcomes

It is expected that students will

4. demonstrate an understanding of the impact of customs, values and beliefs on relationships

### Suggestions for Learning and Teaching

#### 4.6 De-briefing

The volunteers should discuss their feelings about trying to balance/control all of the balloons. The whole class could discuss feelings related to trying to deal with the expectations of others. Points to consider: the expectations of peers may conflict with the expectations of parents; students may place unreasonable expectations on themselves.

## Knowledge and Understandings

**GCO 1. Students will acquire an understanding of issues and challenges which impact the family.**

### Notes/Resources/Background Information

See *LIFECHOICES: Relationships*, Teacher Resource, activity 13, p. 78 for more details related to the assessment suggestion in the column opposite.

### Suggestions for Assessment

Students could write a brief account of someone who overcame the challenges of gender, age or cultural stereotyping.

## Skills And Abilities

**GCO 2. Students will develop the capability/ability to use skills, resources, and processes; and to create conditions and take actions that support individuals and the family.**

### Outcomes

### Suggestions for Learning and Teaching

It is expected that students will

- |  |   |
|--|---|
| <p>5. critically analyze the impact of messages about relationships portrayed in the media</p> | <p>5.1 Students could read the article “Eye of the Beholder” and discuss the role of the media in shaping self-image. Students could collect, profile and discuss media images with a focus on the following questions Are the images positive, negative, realistic, healthy? Are there differences between images depicting men and women? Are the images realistic or not? How do unrealistic images impact on self-esteem in young men and young women? What types of images would be more realistic and how would they impact on self-esteem in young men and young women?</p> <p>5.2 Students could analyze a television program and outline the roles of characters as defined in the program. They could comment on these relationships and the messages portrayed.</p> <p>5.3 Students could select a media sample such as a television show or commercial; an ad from print, radio or television; a picture of a billboard ad or an internet item. Students could present their choice to the class outlining the message portrayed.</p> <p>5.4 Students could work in small groups to create a collage using a current relationship theme such as sexuality, communication, violence, roles and consider how the relationship is portrayed in the media. Students could identify the dominant messages in the collage.</p> <p>5.5 In small groups, students could choose 5 examples from TV shows which depict unrealistic aspects of relationships (such as - romance is expensive wining and dining, waking up beautiful, never a cluttered house or doing housework, always someone to look after the children). Students could identify the TV show, the unrealistic aspect and why they feel each relationship is unrealistic. Students could compile a master list of the examples from their group and then discuss how these affect expectations in real relationships.</p> |
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## Skills And Abilities

**GCO 2. Students will develop the capability/ability to use skills, resources, and processes; and to create conditions and take actions that support individuals and the family.**

### Notes/Resources/Background Information

### Suggestions for Assessment

“Eye of the Beholder”, *LIFECHOICES: Relationships*, Student Resource, pp. 94-95.

Media Awareness Network: [www.media-awareness.ca](http://www.media-awareness.ca)

This website contains resources and support for those interested in media and information literacy for young people. It features lesson plans for body image and media stereotyping of males and females.

“Stereotyping and Relationships”, *LIFECHOICES: Relationships*, Teacher Resource, pp. 70-80.

Using Activity 5.3, each student could listen to the class response to his/her piece of work, record points made during the discussion and react to the discussion. Students could indicate whether or not there was a change in original thoughts and ideas as a result of the class discussion.

*Ad Busters* magazine or [www.adbusters.ca](http://www.adbusters.ca)

Students could select an advertisement promoting a product or service. Working in small groups, students will *bust* the ad by creating a contra ad. Students could use *Ad Busters* magazine or the website for inspiration or ideas.

## Skills And Abilities

**GCO 2. Students will develop the capability/ability to use skills, resources, and processes; and to create conditions and take actions that support individuals and the family.**

### Outcomes

It is expected that students will

5. critically analyze the impact of messages about relationships portrayed in the media

6. analyze emotional and social issues that affect adolescent relationships

### Suggestions for Learning and Teaching

5.6 Students could discuss statements such as the following

- Relationships in life follow a script.
- Relationships take work.
- Relationships can be built or destroyed by the episode.
- The goal is to find the perfect mate.

6.1 Students could brainstorm a list of emotional and social issues that affect adolescent relationships. Examples could include breaking up, depression, acceptance, self-esteem, teen pregnancy, sexuality, abuse, stress, violence, death/suicide, divorce, violence/bullying (swarming), social circle, cliques, peer pressure, gender differences and plans for future (course selection, careers). From the generated list, students would select an issue, identify one aspect of the issue and comment on how it affects or influences adolescent relationships. They could use a variety of media such as a skit, a commercial for radio, infomercial, slide show, debate, courtroom session or mock trial, video or a song to present their ideas.

6.2 Students could be introduced to the issue of youth depression through use of the video, "Out of the Dark". In small groups or as a class, students could consider the causes of depression, consequences of depression, how family and friends can help and sources of assistance.

6.3a. Students could do a second thought web of relationships using the same instructions as activity 1.12, p. 60. Once completed, the teacher could pass back the thought webs created earlier. Students could compare the two thought webs and note any differences. As a personal reflection, students could highlight any changes, add comments, make deletions and record feelings. Students could respond to the following questions: Were there any changes? Why did they occur? If there were no changes, why was this so?

6.3b. As a follow-up activity, students could read and reflect on the article "Can You Make the Change?"

**Skills And Abilities**

**GCO 2. Students will develop the capability/ability to use skills, resources, and processes; and to create conditions and take actions that support individuals and the family.**

**Notes/Resources/Background Information**

**Suggestions for Assessment**

**Note:** Homophobia is an issue affecting adolescent relationships and adolescent development. Gay and lesbian youth in the education system often find themselves victims of discrimination. *Piecing Together a Caring Community - A Resource Book on Dismantling Homophobia* is available on the Newfoundland and Labrador Human Rights Association website: [www.stemnet.nf.ca/nlhra](http://www.stemnet.nf.ca/nlhra)

*Out of the Dark: Youth and Depression*, (Video and User’s Guide), previously provided to schools by the Canadian Mental Health Association, Newfoundland and Labrador.

“Feelings about Changes”, *LIFECHOICES: Relationships*, Teacher Resource, p. 123.

*LIFECHOICES: Relationships*, Teacher Resource, pp. 129-131.

Using the web of relationships in activity 6.3a, students could create an analogy (e.g., car) or write a poem to reflect or describe how relationships change as personal needs or life circumstances change.

“Can You Make the Change?”, *LIFECHOICES: Relationships*, Student Resource, p. 84.

## Skills And Abilities

**GCO 2. Students will develop the capability/ability to use skills, resources, and processes; and to create conditions and take actions that support individuals and the family.**

### Outcomes

### Suggestions for Learning and Teaching

It is expected that students will

6. analyze emotional and social issues that affect adolescent relationships

6.4 Students could practise leadership and relationship skills by planning and implementing a workshop on an issue or issues of concern to them. Students could identify issues by polling home room classes in the school or by brainstorming for topics and recording responses. Students could then vote to determine the top five choices. Examples of topics might include: healthy relationships; healthy sexuality; body image and nutrition; dating violence; bullying; rights and responsibilities and social, gender and cultural stereotyping. Students could plan a workshop around one or more of the topics.

Students could put together a workshop planning committee with subcommittees to focus on specific items such as program, venue and registration, hospitality, follow-up and evaluation. Each subcommittee carries out the duties and its representative(s) report back to and work with the planning committee.

7. propose and evaluate strategies for dealing with issues in relationships

7.1 Students could practise refusal and assertive communication skills by role-playing a variety of relationships as outlined in activity 6, p. 94, *LIFECHOICES: Relationships*, Teacher Resource.

7.2a. Students could discuss the reasons why young people feel pressured to be sexually active.

7.2b. In small groups, students could generate a list of *lines* that are used to pressure someone into becoming sexually involved. Share the list with the class.

7.2c. Students could discuss rights and responsibilities in sexual relationships. Then, working in small groups of 2-3, they could generate responses to the *lines* and share them with the class.

(continued on p. 86)

## Skills And Abilities

**GCO 2. Students will develop the capability/ability to use skills, resources, and processes; and to create conditions and take actions that support individuals and the family.**

### Notes/Resources/Background Information

### Suggestions for Assessment

#### Notes:

1. See “A note about brainstorming”, *LIFECHOICES: Relationships*, Teacher Resource, p.16.
2. Depending on the nature of the topic or comfort level of participants, students could be grouped according to sex.
3. Choose one adult and one student facilitator per session, same sex as group. Facilitators should keep sessions **positive and respectful** toward the contributor. It is recommended that facilitator guidelines be provided for those involved in implementing sessions. Guidelines, ground rules and confidentiality should be discussed with workshop participants.
4. Choose facilitators carefully, e.g., those who encourage students to talk in groups and who may be representatives from the community.
5. Pre- and post-questionnaires may be used. See Appendix B: Relationships, pp. 173-174, for sample questionnaire.

**Note:** Activity 6.4 could cover a range of Specific Curriculum Outcomes for this course.

“Saying No”, *LIFECHOICES: Relationships*, Teacher Resource, p. 97 and “Building Effective Communication Skills”, pp. 63-67.

*LIFECHOICES: Relationships*, Teacher Resource, pp. 100-107.

“Handling Conflict”, *LIFECHOICES: Relationships*, Student Resource, p. 53.

“Sexual Rights Responsibilities”, *LIFECHOICES: Relationships*, Student Resource, p. 108.

*LIFECHOICES: Relationships*, Teacher Resource, pp. 96-97.

## Skills And Abilities

**GCO 2. Students will develop the capability/ability to use skills, resources, and processes; and to create conditions and take actions that support individuals and the family.**

### Outcomes

It is expected that students will

7. propose and evaluate strategies for dealing with issues in relationships

### Suggestions for Learning and Teaching

7.2d. Sexual harassment is often identified by students as an issue of concern. To increase understanding of, and to move towards the use of effective strategies in dealing with, this issue, students could identify how sexual pressure affects males and females differently, identify the negative consequences and discuss ways of behaving that are respectful of both males and females.

7.3 Students could read the article “Sex - More than A Three-Letter Word” and respond to the following questions: Do you feel any one of these factors is more important than another? Are there other factors you would add?

7.4 Students could create a case study dealing with a relationship issue such as violence. Students could draft 3 questions to guide reflection on the case study and the generation of solutions. Students could exchange the case study and solution(s) with other students who will provide additional comments and/or suggestions for dealing with the issue described.

7.5 Part of communication in sexual relationships is negotiating sexual boundaries. Movie and video scenes depict conflict regarding sexuality quite effectively and rarely show effective negotiation. Students could identify and describe scenes from recent movies that illustrate sexual conflict. Students could re-write the scenes demonstrating discussion and negotiation.

7.6 Students could respond to the following question Are young people considering HIV/AIDS as a serious issue when deciding to become sexually active? Then read the article “Love and

## Skills And Abilities

**GCO 2.** Students will develop the capability/ability to use skills, resources, and processes; and to create conditions and take actions that support individuals and the family.

### Notes/Resources/Background Information

### Suggestions for Assessment

“Sex - More than A Three-Letter Word”, *LIFECHOICES: Relationships*, Student Resource, p. 109.

**Note:** Encourage each student to take his /her case study to English classes and edit before sharing with other students.

**Note:** Encourage students to be supportive of each other’s work and to affirm each other.

Students could be assigned a student-generated case study or a new case study and propose possible solutions to the situation described. They could recommend a preferred solution and state why it was chosen.

“Love and Fear in the Age of AIDS”, *LIFECHOICES: Relationships*, Student Resource pp. 58-59.

## Skills And Abilities

**GCO 2. Students will develop the capability/ability to use skills, resources, and processes; and to create conditions and take actions that support individuals and the family.**

### Outcomes

### Suggestions for Learning and Teaching

Students will be encouraged to

7. propose and evaluate strategies for dealing with issues in relationships

"Fear in the Age of AIDS". Students could comment on the advice being given in the article and the skills and strategies needed by young people to address this issue in their lives.

7.7 In the article "15 and Pregnant: Julie's Story", Julie had some important decisions to make. Students could read the article and answer the following questions What supports did she

8. analyze strategies for building, sustaining and ending relationships

have in coming to these decisions? What were the gains and losses for her? for her baby? Would Julie's choice be the right choice for everyone?

8.1 Students could look at the ads in the personal column of the newspaper, select one ad and briefly explain why they chose it. They could then write an ad of their own. Students could discuss the pros and cons of using this form of meeting people and of meeting people on the internet via chat lines and e-mail. Students could suggest 1) guidelines for respecting personal privacy and 2) safety guidelines for potential users of either of

these forms of meeting people and developing relationships. Through class discussion students could generate a variety of activities, events and places to help individuals meet new people and develop healthy and safe relationships.

8.2 Students could review the actions and skills to build and maintain relationships. They could suggest strategies for healthy ways of building, sustaining or ending these relationships.

8.3 Students could read the article "When Relationships Go Bad (or Go Different)" and

1. Suggest possible strategies or actions for each of the relationships described in the article.

## Skills And Abilities

**GCO 2. Students will develop the capability/ability to use skills, resources, and processes; and to create conditions and take actions that support individuals and the family.**

### Notes/Resources/Background Information

### Suggestions for Assessment

“15 and Pregnant, Julie’s Story”, *LIFECHOICES: Relationships*, Student Resource, pp. 32-34.

*LIFECHOICES: Relationships*, Teacher Resource, pp. 86, 88-89 and 132.

*Choices for Positive Youth Relationships*, available from the school guidance counsellor.

“When Relationships Go Bad (or Go Different)”, *LIFECHOICES: Relationships*, Student Resource, pp. 106-107.

*LIFECHOICES: Relationships*, Teacher Resource, pp. 129-131.

Students could reflect on the relationships in “When Relationships Go Bad (or Go Different)”. They could pick three stories and answer the following questions

1. What changes are occurring in the lives of the characters in these stories?
2. What challenges are they facing?
3. What action(s) can be taken to address the situation described?

## Skills And Abilities

**GCO 2. Students will develop the capability/ability to use skills, resources, and processes; and to create conditions and take actions that support individuals and the family.**

### Outcomes

It is expected that students will

8. analyze strategies for building, sustaining, and ending relationships

### Suggestions for Learning and Teaching

2. Apply the three steps of change as described in the *LIFECHOICES: Relationships*, Teacher Resource and propose what might be happening in each step for the people in the relationships.

8.4 Students could read the article “Ending a Relationship” as an introduction to the issue of terminating a relationship. In small groups, they could write brief scenarios and practise ending relationships through role play.

8.5 Students could create an analogy of a brick house: the mortar represents the skills, the bricks represent the variety of characteristics and facets of people in the relationships. Throughout the life of this house and the individuals who live in it, there will be many issues, positive and negative, that will come through the front door and impact on the lives of individuals. The class could identify some issues such as pregnancy, new child, stress at work, new job, loss of job, Christmas, sickness, changes in family life cycle, family friends and relatives. Students could identify the characteristics and

## Skills And Abilities

**GCO 2. Students will develop the capability/ability to use skills, resources, and processes; and to create conditions and take actions that support individuals and the family.**

### Notes/Resources/Background Information

### Suggestions for Assessment

“Ending a Relationship”, *LIFECHOICES: Relationships*, Student Resource, pp. 114-115.

**Note:** As part of the analogy, maintenance and regular house cleaning parallels the constant assesement of the parts of relationships.

## Attitudes And Behaviours

**GCO 3. Students will be encouraged to evaluate knowledge, attitudes, and capabilities; monitor progress; and set new learning goals as an individual and as a family member.**

### Outcomes

### Suggestions for Learning and Teaching

It is expected that students will

9. evaluate personal relationships

skills that family members bring to each issue and what resources they need in order to adapt. Students could be reminded to identify community resources and supports.

10. monitor personal skills and abilities for healthy sustainable relationships.

#### 9.1 Personal Reflection

Students could consider a personal relationship and identify an aspect of the relationship that they can improve. They could identify how this can be done, try it and evaluate the outcome.

11. set personal goals for the development and enhancement of personal relationships.

10.1 Having completed this component, students could re-visit and review the “Employability Skills 2000+” worksheet and inventory of personal skills and abilities used in the first component of this curriculum guide.

11.1 Students could consider how they react in specific relationships. Do their reactions/actions enhance or detract from their relationships? For example, when they are given a deadline by a teacher or a curfew by a parent, how do they react? What role do they play? What responsibility do they assume? What do they give and/or take in such a situation? What consequences do they consider or ignore?

Students could set some reasonable and achievable goals for their relationships. They could write down some specific actions they will take, things they will try repeatedly and note any differences these make in their relationships with others. They could decide whether or not the actions are contributing to the relationships they strive to have.

## Attitudes And Behaviours

**GCO 3. Students will be encouraged to evaluate knowledge, attitudes, and capabilities; monitor progress; and set new learning goals as an individual and as a family member.**

**Notes/Resources/Background Information**

**Suggestions for Assessment**

**Note:** Activities in this section “Attitudes and Behaviours” are proposed as follow-up to the previous outcomes and are not intended for evaluation.

“Employability Skills 2000+, Appendix A: *Family As Ecosystem*, p. 167.



## Specific Curriculum Outcomes: Parenting and Child Development

### Knowledge and Understanding

Students will be able to

1. develop an understanding of the continuum of actions and decisions which may lead to parenthood. (GCO1, HD-KSCO3)
2. develop an understanding of implications of pregnancy and parenthood. (GCO1, HD-KSCO4, 6, 8)
3. develop an understanding of the aspects of prenatal care, development and birth. (GCO1, HD-KSCO6, 7, 8, FN-KSCO3)
4. demonstrate an understanding of what is involved in caring for children and responding to their needs. (GCO1, HD-KSCO6, 7, 8, FN-KSCO3)
5. demonstrate a basic understanding of child development and behaviour. (GCO1, HD-KSCO6, 7, 8)

### Skills and Abilities

Students will be able to

6. assess the costs of raising a child. (GCO2, HD-KSCO5, FN-KSCO1)
7. identify strategies for responding to the adjustments in lifestyle. (GCO2, HD-KSCO2, 3)
8. propose strategies to positively affect early childhood development. (GCO2, HD-KSCO4)
9. assess challenging parenting situations and propose coping strategies. (GCO2, HD-KSCO4)
10. demonstrate the ability to perform parental functions through use of the infant simulator. (GCO2, HD-KSCO4)

### Attitudes and Behaviours

Students will be encouraged to

11. assess personal readiness for parenthood. (GCO3, HD-KSCO1)

**Note 1:** The above outcomes should be clearly communicated to students, noting that the outcomes under Attitudes and Behaviours are not intended for evaluation by the teacher.

**Note 2:** The suggested teaching and learning activities on the following two-page spread are presented as a range from which to choose. It is not intended that all the activities be implemented. Activities can be selected, modified, or added so that all outcomes are addressed in the time frame specified on pp. 5-6 and 22 of this curriculum guide.

**Note 3:** In many cases, the activities under **Suggestions for Learning and Teaching** can be used as is or modified for student assessment. The reverse is also true: The suggested assessment activities can be used as learning and teaching activities.

## Knowledge and Understandings

**GCO 1. Students will acquire an understanding of issues and challenges which impact the family.**

### Outcomes

### Suggestions for Learning and Teaching

It is expected that students will

- |   |  |
|---|--|
| <p>1. develop an understanding of the continuum of actions and decisions which may lead to parenthood</p> | <p>1.1 Students could create a thought web of issues around becoming a parent. Begin by identifying 1) reasons for becoming a parent, 2) reasons for not becoming a parent and 3) reasons why a person becomes a parent without planning. The word “Parenthood” could be placed in the centre of the web with three major thoughts projecting from the centre: 1. Why?, 2. Why Not? and 3. What If?</p> <p>1.2 Students could identify and discuss parenting through adoption, foster care, surrogacy and new reproductive technologies. The discussion could focus on the issues and challenges related to each.</p> <p>1.3 Students could design and set up a mock TV talk show to include a host, guests and an audience. The guests may be parents or students acting as parents who come together to discuss the decision ‘to be’ or ‘not to be’ a parent. Students who are acting as guest parents or as individuals who opt for childlessness will need to research information in order to play their roles. The guests may include a single mother/father, teenage mother/father, childless couple, foster parent, married couple, adoptive parent, same-sex couple or others.</p> <p>1.4 Students could consider their attitudes and feelings about parenting by responding to a list of statements. After each statement, they could indicate whether they agree, disagree or are not sure. They could reflect on their responses and consider why they answered as they did. Students could indicate which statements they feel most strongly about and why.</p> |
|---|--|

**GCO 1. Students will acquire an understanding of issues and challenges which impact the family.**

**Notes/Resources/Background Information**

For possible responses to questions in activity 1.1, see Appendix C: Parenting and Child Development, p. 189. Review the web with the class and identify the reasons often associated with teenage pregnancy. In a class discussion, consider the implications of teen pregnancy for 1) the child, 2) the mother/father/their families and 3) society.

*Parenting in Canada: Human Growth and Development*, Chapter 7.

**Note:** People with life experiences are the best choice. Remind students to use discretion and be sensitive in questioning guest speakers.

A note about GUEST SPEAKERS, *LIFECHOICES: Relationships* Teacher Resource, p. 17.

**Note:** The statements in the assessment activity to the right could be used for class discussion or debate.

Sample statements, “How Do I Feel?”, Appendix C: *Parenting and Child Development*, p. 190.

This activity could be addressed through a journal entry or as a small group assignment with reporting back to the whole class.

**Suggestions for Assessment**

Students could complete a portfolio for this component. See p. 31 of this curriculum guide for details.

Students could choose one of the following statements and write an essay or prepare a debate.

- The decision to bring a life into the world should be taken as seriously as the decision to end a life.
- Becoming a parent is the most important thing you will ever do.
- A woman/man needs to have a child to be fulfilled as a person.
- Knowledge of child development is essential to good parenting.
- Deciding to have children should be an informed decision.
- Planning to have children takes all the fun out of it.
- Every couple should have at least one child.

## Knowledge and Understandings

**GCO 1. Students will acquire an understanding of issues and challenges which impact the family.**

### Outcomes

It is expected that students will

2. develop an understanding of implications of pregnancy and parenthood

### Suggestions for Learning and Teaching

- 2.1 Students could create a thought web which outlines a variety of changes as a result of pregnancy and parenthood. These changes will be physical, emotional, economic and social. If the items listed under the each category can be re-grouped or sub-categorized, do so. For example:

Major Category	Sub-category	Changes
A. Physical	- body - space	(gain weight, frequent urination, less energy, etc.) (moved to larger apartment, changing office to nursery, etc.)
B. Emotional	- mother - father - siblings	(baby blues, mood swings) (freedom, joy) (anger, jealousy, loneliness)
C. Economic	- income - expenses	(reduced hours/salary during maternity leave) (baby supplies, food)
D. Social	- mobility - friends - time	(more things to carry, less flexibility to go places or travel) (circle of friends changes) (spend more time with children, use of time less flexible, see some friends and family members more often, see some friends and family members less often)

- 2.2a. As a follow-up to Activity 2.1 and using the cooperative learning strategy, Jigsaw, (see note opposite, pp. 101 and 103) students could investigate the implications of pregnancy and parenthood in relation to one of the situations below.

#### SITUATIONS

- Sue, who was taking fertility drugs, is pregnant and expecting quadruplets. She's a working professional with a demanding job involving lots of travel. Her husband, Dan, is assistant principal in a middle school.

(continued on p. 102)

**GCO 1. Students will acquire an understanding of issues and challenges which impact the family.**

**Notes/Resources/Background Information**

**Suggestions for Assessment**

*Parenting in Canada: Human Growth and Development*, Chapters 7 and 8.

Directions for using the jigsaw strategy with this activity:

**Step 1.** Divide the class into home groups of 4 students with one student in each group representing one of the four areas of change identified in Activity 2.1: physical, economic, emotional and social. Number off 1-4 for each of the areas of change. Number 1s will form the exploration group for physical, number 2s for economic, number 3s for emotional and number 4s for social.

**Step 2:** Assign a situation from those given in 2.2a or allow the class to choose one.

(continued on p. 103)

## Knowledge and Understandings

**GCO 1. Students will acquire an understanding of issues and challenges which impact the family.**

### Outcomes

It is expected that students will

2. develop an understanding of implications of pregnancy and parenthood

### Suggestions for Learning and Teaching

- Tom, age 24, and Mary, age 21, have been married for three months. They have just settled into their new one-bedroom apartment when Mary finds out she is expecting their first child.
- A professional couple, Andrea and Matt, have just welcomed and taken on the responsibility for Tom, a teenager, and Elizabeth, a pre-teen, who have recently lost their parents in a plane crash.
- Sally, age 16, is about to deliver her baby. The father of Sally's baby died from an accidental drug overdose a few months ago.
- Rose and Christina have just adopted a two-year-old boy from another country.
- Phil and Holly have just given birth to their third child who has Down's Syndrome.

#### 2.2b. Personal Reflection

Students could take 2-3 minutes to think about this activity and reflect on what they have learned.

**GCO 1. Students will acquire an understanding of issues and challenges which impact the family.**

**Notes/Resources/Background Information**

**Suggestions for Assessment**

**Step 3.** Reformulate the home groups into exploration groups by having the students representing each of the 4 areas of change come together, i.e., all the number 1s together, all the number 2s together, and so on. If these four groups are large, divide them into smaller groups of 3-4 students each. Using the materials provided, each exploration group will answer a set of questions and complete specific tasks related to the situation and their area of change.

Each exploration group answers the following questions, keeping in mind the category of change which has been assigned. Also, have students refer to the thought web created in the previous activity for help and guidance.

1. What changes are likely to occur in the scenarios?
2. What adjustments will be required and/or will be experienced by the individuals?
3. Are there any new roles, new learnings, new skills required by the individuals?
4. What resources are needed?
5. What can they do to prepare themselves?
6. What advice would you give to the individual(s) to help them make a smooth transition to a new lifestyle?

**Step 4.** Members come back to their home groups. They each share with other group members what they have learned in their exploration groups.

**Note:** Directions for using the jigsaw strategy, Appendix C: *Parenting and Child Development*, p. 191.

Personal Reflection Starters:

In this activity, I learned ...

This activity made me think about ...

This activity made me realize that I need to ...

As a result of this activity I am able to ...

Students could choose one of the following situations and answer the questions for activity 2.2a, Step 3, opposite.

*Situations*

- Unmarried expecting teen couple
- Father aged 60, mother aged 45 and pregnant, son aged 15
- Parents with four children and expecting again
- Blended family
- Couple with a challenging needs child
- Ready-for-kids couple
- Couple with home-based business and wife studying for a Masters degree
- Inter-racial couple with children
- Young woman pregnant as a result of date rape

## Knowledge and Understandings

**GCO 1. Students will acquire an understanding of issues and challenges which impact the family.**

### Outcomes

It is expected that students will

3. develop an understanding of the aspects of prenatal care, development and birth

### Suggestions for Learning and Teaching

- 3.1 Students could create a comic strip, a play or a story from the point of view of the fetus. Through the voice of the developing fetus, students create a monologue addressing the following: how the mother eats to support the developing baby; how she deals with the use of drugs, including over-the-counter drugs, alcohol, tobacco and other products; how the mother satisfies the need for rest and how the mother includes exercises which are good for her and for the fetus. Conclude the monologue with the birth of the baby.
- 3.2 Students could create an advertisement for radio or print media to emphasize the importance of prenatal care.
- 3.3 Using *Canada's Food Guide To Healthy Eating* students could design a one-day menu for a pregnant woman.
- 3.4 Students could research one of the following topics and present a short paper to the class in a 3-5 minute timeframe.
  - a) Effect of sounds, talking and/or music on fetal development
  - b) Effect of mother's diet, smoking, drugs on the developing fetus
  - c) Birth defects and hereditary abnormalities (Include causes, preventions, treatments and/or cures. Some topics may include Down's Syndrome, Fetal Alcohol Spectrum Disorder (FASD), cystic fibrosis, diabetes, Tay-Sachs, blindness, deafness.)
  - d) Benefits of breastfeeding over artificial feeding for child development

**GCO 1. Students will acquire an understanding of issues and challenges which impact the family.**

**Notes/Resources/Background Information**

**Suggestions for Assessment**

*Parenting in Canada: Human Growth and Development*, Chapters 8, 9 and 10.

*NEWLIFE* Series (booklets), Department of Health and Community Services.

**Note:** If student knowledge is limited in this area, an alternate approach to this outcome would be to complete activities 3.2, 3.3 and 3.4 before assigning 3.1 as an assessment activity.

*Canada's Food Guide To Healthy Eating Explained!*  
[www.virtualnutritionist.com/guide.htm](http://www.virtualnutritionist.com/guide.htm)

*Nutrition for a Healthy Pregnancy*, The Canadian Health Network:  
[www.canadian-health-network.ca/](http://www.canadian-health-network.ca/)

*A NEW LIFE: Healthy Eating*, *NEWLIFE* Series (booklets), Department of Health and Community Services.

**Note:** Breastfeeding is still the best choice even if a mother smokes. Mothers should be encouraged to reduce their smoking and never smoke in the presence of a baby. Large amounts of nicotine can adversely affect milk supply, but there are still more benefits in breastfeeding than in artificially feeding a baby if a mother smokes.

Go with the Flow (video) available through Public Health Nurse, Health and Community Services Regional Offices.

INFACT Canada provides information and resources to support breastfeeding: [www.infact.ca](http://www.infact.ca). Also see Breastfeeding Committee for Canada: [www.breastfeedingcanada.ca](http://www.breastfeedingcanada.ca)

FAS/E Support Network of BC: [www.fetalalcohol.com](http://www.fetalalcohol.com)

Students could identify issues related to prenatal care, development or birth. These could include diet, stages of development, fetal environment and trimesters of pregnancy. They could formulate a set of questions and then interview someone who has expertise in this area. (This activity could be carried out in a face-to-face interview, via telephone or e-mail.) Students could summarize the information and present it to the class.

Students could pretend that they are unborn children. They could write letters to their parents (Dear Mommy and Daddy...), telling them what they could do to contribute to their coming into the world as healthy babies. The letters may include suggestions about diet, exercise and rest and also provide some advice about preparations that parents could make and the implications of the arrival of newborns in their lives.

## Knowledge and Understandings

**GCO 1. Students will acquire an understanding of issues and challenges which impact the family.**

### Outcomes

It is expected that students will

3. develop an understanding of the aspects of prenatal care, development and birth

4. demonstrate an understanding of what is involved in caring for children and responding to their needs

### Suggestions for Learning and Teaching

3.5 To obtain information and to prepare for class discussion, students could view a video which focuses on prenatal development and care, birth and delivery.

**Note:** Throughout the year students will have the opportunity to get first-hand experience in parenting and responding to a baby's needs by using the infant simulator. Refer to the RealCare<sup>®</sup> Baby II (RCB) Operating Handbook and the Baby Think It Over<sup>™</sup> Program Manual for detailed and specific information and guidelines for the use of the infant simulator. A few important additional comments

Introducing the Infant Simulator: The RCB should be considered by students, school staff and parents as a real baby - not a toy, or a doll or a 'pretend' baby. It should be treated, and responded to, as an infant.

Breastfeeding: Given the research and evidence to support breastfeeding, the RCB should be presented as a breastfed baby. Breastfeeding should be promoted as the optimal way to feed a baby.

Safety: Keeping infants and children safe from harm needs to be kept in mind when using the infant simulator. The BTIO program makes references to US policies, standards and practices. In making reference to and using the BTIO materials, keep this in mind and consult reliable Canadian resources such as those opposite, p. 107.

4.1 Students could collect pictures of people performing parenting roles, then design and construct a bulletin board entitled *Parenthood: A Responsibility for All of Us*.

4.2 Students could find newspaper or magazine articles illustrating the consequences of the violation of the rights of children or failure to satisfy their needs. These could be used for display, classroom discussion or critiquing assignments.

**GCO 1. Students will acquire an understanding of issues and challenges which impact the family.**

**Notes/Resources/Background Information**

**Suggestions for Assessment**

Health and Community Services Regional Office or Public Health Nurse can suggest a video.

Provincial Resources available at: [www.healthy.nf.ca/pamphlets/index.htm](http://www.healthy.nf.ca/pamphlets/index.htm)

Infant simulator and accompanying resource materials.

For more information on the Baby Think It Over<sup>®</sup> Program (BTIO) or RCB see: [www.realitywoorksinc.com](http://www.realitywoorksinc.com)

Go With the Flow (video) available through Public Health Nurse, Health and Community Services Regional Offices.

INFACT Canada provides information and resources to support breastfeeding: [www.infact.ca](http://www.infact.ca). Also see Breastfeeding Committee for Canada: [www.breastfeedingcanada.ca](http://www.breastfeedingcanada.ca)

Transport Canada: [www.tc.gc.ca/roadsafety/childsafety/menu.htm](http://www.tc.gc.ca/roadsafety/childsafety/menu.htm)

Canada Safety Council: [www.safety-council.org/info/child/children.htm](http://www.safety-council.org/info/child/children.htm)

*Parenting in Canada: Human Growth and Development*, Chapters 11 and 12.

*Parenting in Canada: Human Growth and Development*, pp. 85-87, 408-409.

Child Development or United Nations Human Rights: [www.unhchr.ch](http://www.unhchr.ch)

## Knowledge and Understandings

**GCO 1. Students will acquire an understanding of issues and challenges which impact the family.**

### Outcomes

### Suggestions for Learning and Teaching

It is expected that students will

- |   |  |
|---|--|
| <p>4. demonstrate an understanding of what is involved in caring for children and responding to their needs</p> | <p>4.3 Students could brainstorm a list of individuals or community groups that provide care to children, i.e., teachers, group leaders, daycare workers, babysitters, coaches, neighbours, relatives, friends. They could then discuss the roles and responsibilities of those listed and consider career opportunities in the area of child care and development.</p> <p>4.4 Following a viewing of the video, <i>It Only Takes a Moment: Shaken Baby Syndrome</i>, students could discuss the factors that may contribute to such a happening and consider some strategies that a person may employ to help prevent such an occurrence.</p>   |
| <p>5. demonstrate a basic understanding of child development and behaviour</p>                                  | <p>5.1 Reading, in addition to being fun, is important for the intellectual development of children. Students could select a book and read it to a child. Following the reading, they could comment on the child's reaction to the reading activity and answer the following questions: What seemed to interest the child the most? How did you react to the child's comments and actions? What did you learn from this activity? What do you think the child learned?</p> <p>5.2 In small groups, students could review a variety of children's books and answer the following questions: For which age group do you think each is suitable? What do you think children learn from each book? Were there ample illustrations, drawings or pictures in the book? Was the book colourful?</p> <p>5.3 Students could develop a proposal for the development of an age-appropriate toy for a child. The proposal should describe how the toy contributes to the child's development, why it would appeal to a child and how safe it is.</p> |

**GCO 1. Students will acquire an understanding of issues and challenges which impact the family.**

**Notes/Resources/Background Information**

**Suggestions for Assessment**

*Standards and Guidelines for Health in Child Care Settings*, Department of Health and Community Services.

*Parenting in Canada: Human Growth and Development*, Chapters 8, 9, 10 and 11.

*It Only Takes a Moment: Shaken Baby Syndrome*, video, Manitoba Family Services and Housing.

Saskatchewan Institute on Prevention of Handicaps:  
[www.Preventioninstitute.sk.ca](http://www.Preventioninstitute.sk.ca)

Students may need some guidelines for choosing a book.

*Parenting in Canada: Human Growth and Development*, pp. 292, 334-335.

“Storybook Assignment”, Appendix C: *Parenting and Child Development*, p. 193.

**Note:** An alternate to activity 5.2, p. 108, would be to have students write and illustrate a children’s book.

**Note:** This activity could be extended by following through on the proposal and constructing the toy. As a community service initiative, the toy could be donated to a daycare centre.

*Parenting in Canada: Human Growth and Development*, Chapter 3.

Canadian Toy Testing Council website: [www.toy-testing.org/](http://www.toy-testing.org/)

Students could create a poster or flyer that defines “shaken baby syndrome”, indicate how it can be prevented, where parents can get help and what others should do if they suspect someone is abusing a child.

Students could prepare a brochure or poster that encourages parents to read to their child and that provides tips on reading.

Students could randomly select three toys for toddlers, then describe each toy and analyze it to see if it meets the criteria for toy selection. Based on their analysis, they could comment on the suitability of each toy.

**Situation:** The student works as a designer for a toy company and has an idea for a new toy that will surely be a great success with children. The student will write and submit a proposal for the toy. The following sections are to be included in the proposal: name for the toy, age range, brief description of the toy and what it does, how it contributes to the development of the child, how it adheres to standards for safety, materials involved in the construction and a drawing of the toy.

**Note:** Students could be challenged to construct the toy.

## Knowledge and Understandings

**GCO 1. Students will acquire an understanding of issues and challenges which impact the family.**

### Outcomes

It is expected that students will

5. demonstrate a basic understanding of child development and behaviour

### Suggestions for Learning and Teaching

5.4 Students could select a commercially developed toy and explain what the toy does or how to use it. They could also explain how it contributes to a child's development and whether or not the toy does what it is supposed to do.

5.5 Students could identify games and activities for toddlers and young children that involve movement and promote physical activity. Students could make a list of typical activities and the equipment that children use. Students could demonstrate or identify activities that promote endurance, flexibility and strength.

5.6a. Students could identify and demonstrate activities for toddlers and young children that involve movement and promote physical activity.

5.6b. Students could consult with a professional such as a physical educator to answer the following questions

1. What types of activities are appropriate?
2. Can children sustain physical activity for long periods of time?
3. Are weight-bearing activities appropriate for toddlers? for 4-6 year olds?
4. How important are rest breaks? water?
5. What type for equipment is suitable and why?

5.7 Students could conduct a quick survey in the class and make a list of the games class members played as small children. They could then pose and answer the following questions: What physical, social and intellectual skills did children learn from these games? Are these games or versions of them played by children today? Are there other games played by children now?

**GCO 1. Students will acquire an understanding of issues and challenges which impact the family.**

**Notes/Resources/Background Information**

**Suggestions for Assessment**

**Note:** Assign ratings for each of the sections of the proposal.

**Note:** The assignment could be modified for the design or modification of a toy for a child with a disability.

Have students consult with the physical educator in the school for accurate information.

*Canada's Physical Activity Guide for Children.* Health Canada:  
[www.healthcanada.ca/paguide](http://www.healthcanada.ca/paguide)

Students could develop a kit of simple items that may be used by parents or early childhood educators to contribute to healthy brain development in children.

Students could research the games played by children over time and how they have been changed or adapted over the years.

*Parenting in Canada: Human Growth and Development*, pp. 57-60.

Activity 5.7 could be extended by surveying the games played by parents, grandparents or other adults in the community.

Students could suggest and demonstrate a game that contributes to healthy child development.

## Knowledge and Understandings

**GCO 1. Students will acquire an understanding of issues and challenges which impact the family.**

### Outcomes

It is expected that students will

5. demonstrate a basic understanding of child development and behaviour

### Suggestions for Learning and Teaching

5.8 Students could develop a visual such as a poster, slide show, pamphlet or collage to illustrate safety guidelines and practices for young children.

5.9 Students could develop an employment advertisement for someone to look after children during regular work hours. Outline the qualities and characteristics as well as the educational requirements for this position.

5.10 Students could research a job, such as childcare worker, teacher, counselor at a summer camp, recreation director, program director at a family resource centre using the headings: job description, personal qualities and characteristics, skills, experience, salary and educational requirements.

5.11 Students could review and evaluate web sites on child development and behaviour.

5.12 Students could plan a party for a group of children of varying ages. Students could make plans for an event of specific duration, set time and place. The plan could include food, games, stories, crafts and other activities. They should consider issues around safety, not only in terms of the activities but also regarding physical space and set-up. They could generate a list of responsibilities and have individuals sign up for these. They should include the overall care and supervision of the children. Students could identify the skills and talents they can contribute and incorporate these into all aspects of planning, implementing and follow-up to the activity.

Students could implement the event and carry out an evaluation by identifying 1) what went right, 2) what didn't go as expected, 3) which activities were age-appropriate, 4) what the challenges were and how were they met. They could also make recommendations for planning and implementing another event.

**GCO 1. Students will acquire an understanding of issues and challenges which impact the family.**

**Notes/Resources/Background Information**

**Suggestions for Assessment**

*Parenting in Canada: Human Growth and Development*, pp. 64-66, 275, 422.

Career Capsules are a feature of *Parenting in Canada: Human Growth and Development*. See pp. 10, 61, 87, 99, 172, 201-202, 229-230, 277, 289, 293, 314, 349-350, 365-366, 388, 421-422, 453.

*CHOICES* Program

“Web Site Critique”, Appendix C: *Parenting and Child Development*, p. 194.

Careers: Make a list of programs in the province or your local area that provide training or education related to child care. Briefly describe the program, where it is available, entrance requirements, length of the program, the cost, and comment on the opportunities for employment.

**Note:** Review the developmental stages of intellectual development.

*Parenting in Canada: Human Growth and Development*, Chapter 3.

*The First Years Last Forever: I Am Your Child*, published by the Canadian Institute for Child Health. Also see CICH website: [www.cich.ca](http://www.cich.ca)

**Note:** Remind students to consider “*Canada’s Guideline For Healthy Eating*” when planning for food/snacks at the party.

Some well-established, reliable sites include:  
 Canadian Child Care Federation: [www.cccf-fcsge.ca](http://www.cccf-fcsge.ca)  
 Canadian Institute of Child Health: [www.cich.ca](http://www.cich.ca)  
 Child and Family Canada: [www.cfc-efc.ca](http://www.cfc-efc.ca)  
 Invest in Kids: [www.investinkids.ca](http://www.investinkids.ca)

**Note:** This activity could be viewed as a community service initiative.

## Knowledge and Understandings

**GCO 1. Students will acquire an understanding of issues and challenges which impact the family.**

### Outcomes

It is expected that students will

5. demonstrate a basic understanding of child development and parenting

### Suggestions for Learning and Teaching

5.13 Produce An Issue of a Magazine

Students could publish an issue of a magazine that focuses on a range of topics or issues in one or more components of the curriculum guide.

1. Students could brainstorm a list of topics and have them vetted through other students in the school.
2. When the list is finalized, students could select a topic and prepare an article for publication in the magazine.
3. Some members of the class could work as members of an editorial and marketing team. This team would
  - provide submission guidelines to the writers
  - set article submission dates and publication date
  - decide on format for articles, table of contents and cover
  - write the 'From the Editors' section
  - seek advertisers
  - publish, promote and market the magazine
4. The magazine could be published on the school web site or produced in hard copy if sufficient subscribers make it feasible.

**GCO 1. Students will acquire an understanding of issues and challenges which impact the family.**

**Notes/Resources/Background Information**

**Suggestions for Assessment**

**Resources**

digital camera  
scanner  
computer

**Submission Criteria for Articles**

250-1000 words in length  
submitted to editor in electronic format  
must contain graphics, digital photos, charts or tables  
must be submitted by the deadline with the author(s) identified

Using the magazine project, the articles could be graded based on the criteria provided to the writers. (The editorial and publishing team could be evaluated on the overall product.)

**Note 1:** Writers should be encouraged to consider submissions that have a strong human interest and those based on interviews, stories, local people, events organized by the class or school.

**Note 2:** This activity could be used in other components of the curriculum.

**Note 3:** This could be a joint project with an enterprise and/or English class.

## Skills And Abilities

**GCO 2. Students will develop the capability/ability to use skills, resources, and processes; and to create conditions and take actions that support individuals and the family.**

### Outcomes

### Suggestions for Learning and Teaching

It is expected that students will

- |   |  |
|---|--|
| 6. assess the costs of raising a child                                | <p>6.1 Students could research the cost of raising 1) a child for the first year of life and 2) a teenager. They could prepare a budget for each under headings such as housing, food, clothing, child care, health care, toys and recreation, transportation and education.</p> <p>6.2 Students could conduct a survey in the school or in the community to determine the approximate amount of money spent by an average family on toys. They could divide the survey in sections for various age groups and types of toys.</p> <p>6.3 Students could discuss infant feeding. They could calculate the costs involved in feeding infants and toddlers. Compare the economic as well as the health benefits of breast feeding versus formula feeding.</p> |
| 7. identify strategies for responding to the adjustments in lifestyle | <p>7.1 In each of the situations described below, individuals are faced with making decisions in challenging circumstances. Students could discuss each situation with the following questions in mind</p> <ol style="list-style-type: none"> <li>1. What are the basic issues?</li> <li>2. What needs to be considered before making a decision?</li> <li>3. What would you do in the same situation?</li> </ol>  |

#### SITUATIONS

- Mandy and Derek have been married for several years. Derek feels it is time they started a family. They both have good jobs. Mandy is comfortable with the lifestyle they have and sees no need to make any changes.
  - Andrea and Rod were married right after high school graduation. Rod has a good job and is planning to do courses at the community college in the evenings to expand his job options. Andrea has a part-time job in a family resource centre. They would like to have a child, but Rod is wondering if they are financially ready.
- (continued p. 118)

**GCO 2. Students will develop the capability/ability to use skills, resources, and processes; and to create conditions and take actions that support individuals and the family.**

**Notes/Resources/Background Information**

**Suggestions for Assessment**

“Children are priceless and a little pricey too!”, *Profiling Canada’s Families II*, pp. 136-137.  
*Parenting in Canada: Human Growth and Development*, pp. 182-184.

See “Baby Budgeting Worksheet, Appendix C: Parenting and Child Development, pp. 195-196.

**Note:** Walkers and bumper pads for cribs are no longer considered safe items and are not recommended for use.

Additional resources: *Breastfeeding Handbook for Newfoundland and Labrador*, and *Go With the Flow* (video) available from Health and Community Services Regional Offices.

*Nutrition for Healthy Term Infants*, Health Canada/Santé Canada:  
[www.hc-sc.gc.ca](http://www.hc-sc.gc.ca)

INFACT: [www.infact.ca](http://www.infact.ca)

This site provides information and resources to support breastfeeding.

References to infant feeding, *Parenting in Canada: Human Growth and Development*, pp. 221, 257, 272-275.

Students could prepare a visual which depicts the financial aspects of having children. They could incorporate resources from the community that would help meet the needs and wants of the child and family members.

Students could calculate the cost of feeding infants and toddlers, young children and teens.

## Skills And Abilities

**GCO 2. Students will develop the capability/ability to use skills, resources, and processes; and to create conditions and take actions that support individuals and the family.**

### Outcomes

It is expected that students will

7. identify strategies for responding to the adjustments in lifestyle

### Suggestions for Learning and Teaching

- Patti, a seventeen-year-old level 3 student, has just found out that she is pregnant. She hasn't told her boyfriend yet, but has a feeling he will be delighted. She has plans for a career as a naval architect and has already sent for application forms to attend university.
- Shortly after breaking up with her boyfriend, Fiona finds out that she is pregnant. In the meantime, she was neglecting her university studies and was partying heavily. She has been considering an abortion, but decides instead to put the child up for adoption. Her parents are excited about having a grandchild.
- Joannie and her partner are young working professionals with a two-year-old child. They have just moved to a large town and are investigating available formalized daycare options. Joannie views suitable daycare as a viable option, whereas her partner would prefer that she stay home.
- Melinda has returned to work following a year of maternity leave. Each time she leaves her child with the babysitter, the child is anxious and often cries uncontrollably. Melinda is concerned about this situation since it doesn't seem to be improving over time.

7.2 A satisfying life means balance between work, family and personal life. Keeping this statement in mind, students could answer the following questions

1. What can interfere with balancing work, family and personal life?
2. How can time and task management help?
3. How can personal life and time affect the family ?
4. How do good health and caring relationships fit?
5. How can an employer be involved?
6. What kinds of supports do Canadian families need in order to carry out their functions and contribute to the development of their members?

**GCO 2. Students will develop the capability/ability to use skills, resources, and processes; and to create conditions and take actions that support individuals and the family.**

**Notes/Resources/Background Information**

**Suggestions for Assessment**

Centre for Families, Work and Well-Being, University of Guelph:  
[www.uoguelph.ca/cfw](http://www.uoguelph.ca/cfw)

## Skills And Abilities

**GCO 2. Students will develop the capability/ability to use skills, resources, and processes; and to create conditions and take actions that support individuals and the family.**

### Outcomes

It is expected that students will

8. propose strategies to positively affect early childhood development

### Suggestions for Learning and Teaching

- 8.1a. Students could observe young children in various settings involved in a variety of activities and record their observations. Students could answer the following questions
1. Which activities, in your opinion, contribute positively to child development?
  2. Could you suggest additional activities which contribute to the healthy growth and development of children?
  3. Which of these activities are the responsibility of the family, the school, the community, the province/country?
  4. To what degree do professional or nonprofessional caregivers contribute to or become responsible for the growth and development of Canadian children?
  5. What are the implications of this?
- 8.1b. Students could conduct a survey to determine the percentage of time that children are in the care of individuals other than their parents/guardians.
- 8.2a. Students could generate a list of statements that adults make when interacting with young children. They could consider whether or not the statements contribute positively to a child's sense of self. If not, they could reword the statement.
- 8.2b. Students could generate a list of guidelines for communicating effectively with children so that discipline is provided, yet positive self-esteem is encouraged.
- 8.2c. Personal Reflection  
Students could think about this activity and reflect on what they have learned.
- 8.3 Students could interview elementary teachers about the different ages and stages of school-aged children. They could ask them to describe some strategies they use to promote child development in their classrooms.
- 8.4 Students could reflect on discussions around sustainability in the component, *Family as Ecosystem*, and issues related to child development, play and toys in this component. They could collect recyclable materials and make inexpensive appropriate toys for young children. The toys could be donated to an organization that cares for young children.

**GCO 2. Students will develop the capability/ability to use skills, resources, and processes; and to create conditions and take actions that support individuals and the family.**

**Notes/Resources/Background Information**

**Suggestions for Assessment**

Observing Children - at a Day Care, Appendix C: *Parenting and Child Development*, pp. 197-200.

*Parenting in Canada: Human Growth and Development*, Chapter 3, pp. 134-140, 294-297, 332-340.

Check the Stats Canada website ([www.statcan.ca](http://www.statcan.ca)) for data related to this activity following completion of the survey. Note any similarities and/or differences.

*Profiling Canada's Families II*

*Parenting in Canada: Human Growth and Development*, pp. 126-131.

*Parenting in Canada: Human Growth and Development*, pp. 57-59.

*Parenting in Canada: Human Growth and Development*, Chapter 13.

*Parenting in Canada: Human Growth and Development*, pp. 53-56.

**Note:** Care should be taken to construct toys that are safe and that will not be a source of danger or harm to children.

## Skills And Abilities

**GCO 2. Students will develop the capability/ability to use skills, resources, and processes; and to create conditions and take actions that support individuals and the family.**

### Outcomes

### Suggestions for Learning and Teaching

It is expected that students will

- |  |  |
|--|--|
| <p>9. assess challenging parenting situations and propose coping strategies</p>                      | <p>9.1 Students could research a parenting program and prepare a report or presentation that 1) summarizes the program and 2) provides examples of how challenging parenting situations would be addressed using the program.</p> <p>9.2 Students could interview parents or other caregivers to obtain stories of parenting situations which the individuals found challenging. When writing the story, students should keep the 5 Ws (who, what, when, where and why) of writing in mind. They should include how the situation was handled and propose alternate strategies where appropriate.</p> <p>9.3 Students could generate a list of routine parenting challenges. They could write a brief scenario for each challenge and then give guidance as if they were writers for a parenting advice column in a magazine.</p> <p>9.4 Television watching is often a significant part of a child's activity during the day. Students could conduct a survey of children's television shows and include when they are aired, on which channels and comment on the programs' suitability for children and how they contribute to their development.</p> |
| <p>10. demonstrate the ability to perform parental functions through use of the infant simulator</p> | <p>10.1 Students will be assigned the infant simulator for two to three days. The data results from the simulation will be recorded by the teacher and shared with the student. Students will report on their experiences in caring for the 'baby'.</p> <p>10.2 Students could complete accompanying questionnaires, quizzes, infant simulator diary, birth certificate, etc. from the RealCare<sup>®</sup> Baby Program Manual.</p> <p>10.3 Students could write a skit, design a pamphlet, poster, a web page or an electronic slide show to demonstrate one or more aspects of infant care and/or development.</p> <p>10.4 Students could prepare a scrap book or fact file with a minimum of ten entries on one or more issues pertaining to infant care and/or development.</p>   |

**GCO 2. Students will develop the capability/ability to use skills, resources, and processes; and to create conditions and take actions that support individuals and the family.**

**Notes/Resources/Background Information**

**Suggestions for Assessment**

*Parenting in Canada: Human Growth and Development*, pp. 166-174.

*Parenting in Canada: Human Growth and Development*, pp. 424-431, 53.

**Note:** Activity 9.4 could be modified to focus on other media such as computer games and the internet.

**Use of the Infant Simulator**

The infant simulator is a critical component of the curriculum and is therefore compulsory. Exemptions can be granted in cases where a student is already a parent or where other situations make it unreasonable for a student to take responsibility for the 'baby'. Cases should be reviewed on an individual basis.

The infant simulator represents 25% of the evaluation for the course. This value can take into account 1) care of the baby for two to three days and 2) accompanying quizzes, questionnaires and small and large assignments that allow students to demonstrate knowledge, skills and abilities that are required for and contribute to the care and development of infants. The RealCare<sup>®</sup> Baby II allows students to learn interactively without placing a real baby at risk.

Students could choose a current television program which depicts parenting situations or deals specifically with parenting issues. They could focus on how the program dealt with the issue or situation and include a description of the issue or situation, who was involved, how the characters acted and reacted, and how the issue or situation was resolved. They could respond to the following questions How, in your opinion, did the situation contribute to healthy child development? Were the strategies used appropriate? Would you suggest others? What did you learn from the situation and this activity?

(continued on p. 125)

## Skills And Abilities

**GCO 2. Students will develop the capability/ability to use skills, resources, and processes; and to create conditions and take actions that support individuals and the family.**

### Outcomes

### Suggestions for Learning and Teaching

It is expected that students will

10. demonstrate the ability to perform parental functions through use of the infant simulator

10.5 Personal reflection

Students could reflect on their experiences with the infant simulator and comment on their readiness to parent.

**GCO 2. Students will develop the capability/ability to use skills, resources, and processes; and to create conditions and take actions that support individuals and the family.**

### Notes/Resources/Background Information

### Suggestions for Assessment

The following guidelines are provided to assist with the implementation of the RealCare<sup>®</sup> Baby II.

- Parental consent forms should be signed and submitted before the RealCare<sup>®</sup> Baby II is placed in a student's care. This will ensure that parents/guardians are aware of the project and are willing to accept responsibility for damage or loss of the infant simulator. As importantly, they need to be aware of adolescent attachment to the "baby" and the degree of stress and emotional discomfort that may be experienced during the simulation.
- Care and maintenance are addressed in the materials that accompany the infant simulator. A point to keep in mind is that routine care and proper maintenance will avoid costly repairs. A few examples: the joints need regular lubrication - baby oil is suitable and can be applied every two to four weeks when joints don't move freely; the surface of the infant simulator is porous and easily soiled - there are some materials like newspaper ink and dye from fabrics that transfer to the infant simulator and are very difficult to remove. Frequent cleaning with non-abrasive cleansers such as soap, baby wipes or acne creams/lotions will prolong the natural look of the infant simulator. (See Appendix C: p. 192 for more detailed information.)
- A collection of accessories such as a car seat, diaper bag and clothing should be added to make the simulation as realistic as possible.
- The cooperation and support of the administration and staff will enhance students' experiences. The staff should be informed of why the infant simulator is used and how it operates. This could be done as part of a staff meeting at the beginning of the year/term. They play an important role in ensuring the success of this learning experience for students.
- There are factors that affect scheduling. These include the number of students in the course, holidays, school events and student work schedules. With these factors in mind, use a calendar to draw up a sign-out schedule for the infant simulator. It is recommended that each sign-out period cover at least two consecutive days.
- In advance of sign-out, students should be engaged in introductory sessions on how to use and care for the infant. Refer to the RealCare<sup>®</sup> Baby II program manual and videos.

## Attitudes And Behaviours

**GCO 3. Students will be encouraged to evaluate knowledge, attitudes, and capabilities; monitor progress; and set new learning goals as an individual and as a family member.**

### Outcomes

### Suggestions for Learning and Teaching

Students will be encouraged to

11. assess personal readiness for parenthood

11.1 Students could reflect on their readiness and capability to care for and provide for children at this time in their lives. They could create two columns and in one column list the needs of children and in the other, list the knowledge, skills and resources they can currently contribute to the care and development of children.

**GCO 3. Students will be encouraged to evaluate knowledge, attitudes, and capabilities; monitor progress; and set new learning goals as an individual and as a family member.**

**Notes/Resources/Background Information**

**Suggestions for Assessment**

**Note:** Activities in this section are proposed as follow-up to the previous outcomes and are not intended for evaluation.

*Parenting in Canada: Human Growth and Development*, pp. 180-187.



## Specific Curriculum Outcomes: Financing Your Dreams

### Knowledge and Understanding

Students will be able to

1. develop an understanding of how finances impact the family. (GCO1, FM-KSCO2)
2. develop an understanding of the impacts of the use of income on family, society and the environment. (GCO1, FM-KSCO3, 4, 6)
3. demonstrate a basic understanding of the products and services offered by financial institutions. (GCO1, FM-KSCO4, 6)
4. demonstrate a basic understanding of credit. (GCO1, FM-KSCO4, 6)

### Skills and Abilities

Students will be able to

5. analyze personal goals in relation to the costs of financing them. (GCO2, FM-KSCO1)
6. create a plan which demonstrates the financing and realization of a specific goal. (GCO2, FM-KSCO3)
7. create plans for the allocation and spending of income. (GCO2, FM-KSCO4)

### Attitudes and Behaviours

Students will be encouraged to

8. develop, monitor, analyze and evaluate personal use and allocation of finances. (GCO3, FM-KSCO2)
9. acquire, refine and apply personal financial management skills. (GCO3, FM-KSCO1)
10. set personal goals and develop plans including financial plans to achieve these. (GCO3, FM-KSCO3)

**Note 1:** The above outcomes should be clearly communicated to students, noting that the outcomes under Attitudes and Behaviours are not intended for evaluation by the teacher.

**Note 2:** The suggested teaching and learning activities on the following two-page spread are presented as a range from which to choose. It is not intended that all the activities be implemented. Activities can be selected, modified or added so that all outcomes are addressed in the time frame specified on pp. 5-6 and 22 of this curriculum guide.

**Note 3:** In many cases, the activities under **Suggestions for Learning and Teaching** can be used as is or modified for student assessment. The reverse is also true: The suggested assessment activities can be used as learning and teaching activities.

## Knowledge and Understandings

**GCO 1. Students will acquire an understanding of issues and challenges which impact the family.**

### Outcomes

It is expected that students will

1. develop an understanding of how finances impact the family

### Suggestions for Learning and Teaching

- 1.1 To generate class discussion about family finances, students could consider the financial arrangement of the Tucker family and answer the following questions
- Is this an equitable system?
  - Is it realistic?
  - What are the advantages and disadvantages?
  - Are there any factors which would alter this arrangement?
  - Would this arrangement work for everyone?
  - What are some alternate arrangements?
- 1.2a. Students could use a variety of quotes related to money and discuss their meaning. They could relate them to the values and opinions that people have regarding money and how to use it.
- 1.2b. Personal Reflection  
Students could consider their beliefs and how these influence the management of their money.
- 1.3a. Students could generate an extensive list of monetary sources of income. They could include the income of each family member. They should keep the stages of the life cycle in mind when generating the list.
- 1.3b. Students could extend the list by including non-monetary sources of family income such as caring for younger siblings, car pooling, use of skills for household repairs, wild game-hunting, growing your own vegetables and fishing. They could consider the question: Can all of the items in this list be considered as contributing income or do they, in some cases, result in an expense to the individual or family?
- 1.4 Students could use a guest, such as a local member of government, to provide information about how the government provides income to Canadians.

**GCO 1. Students will acquire an understanding of issues and challenges which impact the family.**

**Notes/Resources/Background Information**

**Suggestions for Assessment**

“Expense Sharing: The Tucker Household”, Appendix D: Financing Your Dreams, p. 203.

Students could complete a portfolio assignment for this component of the course. (See p. 31 of this curriculum guide for details.)

*LIFECHOICES: Venturing Out*, Teacher Resource, p. 24, activity 13.

- A. Students could write a case study indicating the financial circumstances and arrangements for one of the following situations
- Eighteen-year-old single mother
  - Widower with three sons
  - Working professionals, blended family, four children (three from one family and one from the other)
  - Single mother with two children and receiving social assistance
  - Working father, stay-at-home mom and three children
  - Grandparents raising grandchild
- B. Students could exchange a case study with a class member who will assess it to determine the impact of finances on this family.

*Money and Youth*, Ch 5, p. 34, 5.2. This resource, made available to provincial schools by the Canadian Foundation for Economic Education, is also available along with a teacher’s guide at [www.moneyandyouth.cfee.org](http://www.moneyandyouth.cfee.org)

*LIFECHOICES: Venturing Out*, Teacher Resource, p. 25.

**Note:** Post the lists generated in this activity for future reference and use in activity 1.8, p. 134.

*LIFECHOICES: Venturing Out*, Teacher Resource, p. 27, #1; pp. 27-29.

*LIFECHOICES: Venturing Out*, Teacher Resource, pp. 28-30.

“A note about GUEST SPEAKERS”, *LIFECHOICES: Venturing Out*, Teacher Resource, p. 14.

## Knowledge and Understandings

**GCO 1. Students will acquire an understanding of issues and challenges which impact the family.**

### Outcomes

It is expected that students will

1. develop an understanding of how finances impact the family

### Suggestions for Learning and Teaching

- 1.5 Personal Reflection  
Students could roughly calculate the income they have received in their life to date. They should include all sources of income. They could then answer the following questions: How did you use this income? Did you use specific skills and talents to obtain this income? What are your plans for generating or obtaining income in the future and for maintaining a lifestyle you desire?
- 1.6a. Using the following brain teaser, students could determine how the hatmaker can make all the trades necessary to eventually get the bread he wants. They can solve the puzzle and show all the trades that would be made.  
  
Bartering Brain Teaser  
A baker has bread to trade and only wants a toy for his child.  
The farmer has corn to trade and needs only meat.  
The toymaker has toys and needs only corn.  
The hatmaker has hats and wants only bread.  
The hunter has meat to trade and wants only a hat.
- 1.6b. Students could read the brief article, “Bartering”, then conduct a search to gather more information about bartering. They should include information about organizations and groups that promote and use bartering.
- 1.6c. Using the information gathered, students could consider the different formats and systems for bartering and pose the following questions
  1. How are they different?
  2. How do they work?
  3. Are there tax implications in using bartering as a means of obtaining and providing goods and services?
  4. How do you account for fair and just compensation? Is liability an issue?
  5. If you were to engage in obtaining goods and services in this manner, what guidelines or conditions would have to be in place?

(continued on p. 134)

**GCO 1. Students will acquire an understanding of issues and challenges which impact the family.**

**Notes/Resources/Background Information**

**Suggestions for Assessment**

*Money and Youth*, Ch 5, p. 34, 5.2. This resource, made available to provincial schools by the Canadian Foundation for Economic Education, is also available along with a teacher's guide at [www.moneyandyouth.cfee.org](http://www.moneyandyouth.cfee.org).

**Bartering Brain Teaser Answer**

1. Hatmaker trades hat for hunter's meat.
2. Hatmaker trades meat for farmer's corn.
3. Hatmaker trades corn for toymaker's toys.
4. Hatmaker trades toys for baker's bread.

## Knowledge and Understandings

**GCO 1. Students will acquire an understanding of issues and challenges which impact the family.**

### Outcomes

### Suggestions for Learning and Teaching

It is expected that students will

- |   |  |
|---|--|
| <p>1. develop an understanding of how finances impact the family</p>  | <p>1.6d. Students could set up a bartering system in the class or school, keeping in mind the issues discussed. They could list the skills and services offered, decide on the guidelines and regulations for the system, implement the bartering system and, following a set trial period, evaluate the progress.</p> <p>1.7 Students could discuss some of the collaborative initiatives that help people contribute to meeting financial needs. These include community kitchens, bartering, organizations such as food banks, second-hand clothing stores and informal co-operatives.</p> <p>1.8a. Students could make a list of the ways that they can earn money and/or contribute to the family income. They could examine the list and compare it to the list of sources of income created in activity 1.3a, p. 130.</p> <p>1.8b. Personal Reflection<br/>Students could think about how they contribute resources (including money) and skills to their family.</p> |
| <p>2. develop an understanding of the impacts of the use of income on family, society and the environment</p> | <p>2.1 Students could read the article “Let the Good Times Roll”, then record how much money they spend each week and how they spend it. They could submit the record to the teacher who will calculate the total amount of money spent by the class and a list of general categories of spending. They could then discuss teen spending based on the spending practices of the class and as profiled in the article. They could discuss the following: On what products and services do teens spend their money? Are class members representative of most young people their age?</p> <p>2.2 Students could read the articles “Teen Gambling - Can You Bet On It?” and “FAQ Problem Gamblers”, as a means of focusing on teen gambling.</p> <p>They could discuss the issues surrounding gambling and consider whether there are other addictions similar to gambling which have an impact on income and expenses.</p>  |

**GCO 1. Students will acquire an understanding of issues and challenges which impact the family.**

### Notes/Resources/Background Information

### Suggestions for Assessment

“Bartering”, *LIFECHOICES: Venturing Out*, Student Resource, p. 26.

Students could write an article for a homepage, a newspaper or a magazine entitled “ Bartering: Then, Now and Tomorrow”.

Food Security Network: [www.foodsecuritynews.com](http://www.foodsecuritynews.com)

“Personal Resources and the Life Cycle”, *LIFECHOICES: Venturing Out*, Teacher Resource, p. 25.

*Money and Youth*, Ch 5, p. 34, 5.2. This resource was made available to provincial schools by the Canadian Foundation for Economic Education, is also available along with a teacher’s guide at [www.moneyandyouth.cfee.org](http://www.moneyandyouth.cfee.org)

“Let the Good Times Roll”, *LIFECHOICES: Venturing Out*, Student Resource, p. 73.

*LIFECHOICES: Venturing Out*, Teacher Resource, pp. 43-44, #1 and #2.

**Note:** Students should submit their spending records anonymously.

**Note:** This activity could be extended to other classes in the school or to other schools offering Human Dynamics 2201.

“Teen Gambling - Can You Bet On It?” and “FAQ Problem Gamblers”, *LIFECHOICES: Venturing Out*, Student Resource, pp. 23 and 24.

Canadian Centre on Substance Abuse: [www.ccsa.ca](http://www.ccsa.ca)

Addiction Research Foundation: [www.arf.org](http://www.arf.org)

*Drawing the Line: A Resource for the Prevention of Problem Gambling, Volume II Senior High* (available from Educational Psychologist, School District office or Addiction Services Regional offices).

## Knowledge and Understandings

**GCO 1. Students will acquire an understanding of issues and challenges which impact the family.**

### Outcomes

It is expected that students will

- 2. develop an understanding of the impacts of the use of income on family, society and the environment

### Suggestions for Learning and Teaching

- 2.3 Students could create scenarios and engage in role plays around family spending and income. Issues to include are making money, spending money, allocating discretionary funds and sharing decisions about money. They could consider whether or not attitudes about and practices of spending money have changed from one generation to another.

#### Personal Reflection

Students could reflect on the following questions: What are your attitudes around money? Are they different from those of your friends or family? Do you work to understand and accommodate any differences in values? If yes, how? If no, how could you?

- 2.4a. Students could examine ways and means of saving money by reading the article, “Tips for Saving Money” and generate a list of additional ways to decrease spending.

- 2.4b. They could examine the list, choose three methods which apply to them and write a brief explanation of how each can be put into practice.

- 2.5a. Students could brainstorm some of the funniest ways people save money and post the list. Some examples might be freezing your credit card in a block of ice or washing and drying baggies for reuse. They could discuss the advantages and disadvantages of each method.

#### 2.5b. Personal Reflection

Students could reflect on creating a personal savings plan.

- 3. demonstrate a basic understanding of the products and services offered by financial institutions

- 3.1 Students could make a list of financial institutions and their products and services. They could work in small groups to choose a product or service at one institution and investigate it. At the end of the activity, each class member will identify a preferred institution, product and/or service.

**GCO 1. Students will acquire an understanding of issues and challenges which impact the family.**

**Notes/Resources/Background Information**

**Suggestions for Assessment**

“Tips for Saving Money”, *LIFECHOICES: Venturing Out*, Student Resource, p. 10.

*LIFECHOICES: Venturing Out*, Teacher Resource, p. 46, #8.

“Savings: Getting Beyond the Penny Jar”, *LIFECHOICES: Venturing Out*, Student Resource, p. 9.

*LIFECHOICES: Venturing Out*, Teacher Resource, p. 46, #10.

“How To Save \$500 without really trying” and “Compound It - and Know What You’re Doing”, *LIFECHOICES: Venturing Out*, Student Resource, pp. 32 and 72.

**Note:** For the products and services chosen, make a list of questions to be asked by each group so that there is consistency. This will facilitate later comparison and analysis.

*LIFECHOICES: Venturing Out*, Teacher Resource, p. 62, #1.

A. Students could choose a product, such as, a toy, local eggs and vegetables, lawn and garden care products, clothing, all-terrain vehicles, snack food and other packaged food and trace the life-cycle of this product. They could then answer the following questions: What resources were used and who was involved in producing the product? What resources are consumed in using and maintaining the product? What will happen to the product and its packaging after you have finished with it?

B. Students could discuss how producing and using a product affects the family, society and the environment, then answer the following Can you balance the positive and the negative impacts? What can you do?

Students could read the seven comments by young people in the article, “Savings: Getting Beyond the Penny Jar”, then advise each student by writing a helpful response to each of the comments. They could also think about whether or not any of the student comments apply to them. If so, they could explain.

## Knowledge and Understandings

**GCO 1. Students will acquire an understanding of issues and challenges which impact the family.**

### Outcomes

It is expected that students will

3. demonstrate a basic understanding of the products and services offered by financial institutions

### Suggestions for Learning and Teaching

3.2 Students could list the types of banking transactions which a young person might make. They could examine the list and then practise each of these using the guidelines and forms from *LIFECHOICES: Venturing Out*, Teacher Resource. They could consider the different methods of providing services such as by phone, by email and over the internet, automated banking machines and debit cards and determine how much they are paying for these banking services.

3.3 Working in small groups, students could generate specific examples under the following headings labeled as “Reasons for Saving Money”. Each group could receive a sheet of chart paper labeled with one of the following

- regular monthly expenses
- regular annual expenses
- major items and events
- short- and long-term personal goals
- financial security
- unforeseen expenses/emergencies
- good opportunities

Using a coloured marker that is different from that used by every other group, groups could write as many examples as possible for the category they were given. After ten minutes, the chart paper could be circulated to the next group for an additional five minutes and the process continued until all groups have had the opportunity to add to or clarify, but not repeat, examples on each sheet. When the lists are complete, each group could discuss and present a sheet with examples to the class.

3.4 Students could calculate the cost of cigarettes smoked over a year or hamburgers purchased weekly over a year. They could compare this with the amount of money saved if the monthly costs were invested on a regular basis over the year.

**GCO 1. Students will acquire an understanding of issues and challenges which impact the family.**

**Notes/Resources/Background Information**

**Suggestions for Assessment**

*LIFECHOICES: Venturing Out*, Teacher Resource, p.68, #1; pp. 70-72, BLMs #12-18.

“The Basics of Banking”, *LIFECHOICES: Venturing Out*, Student Resource, pp. 27-30.

“Electronic Banking”, *LIFECHOICES: Venturing Out*, Student Resource, pp. 31-32.

*LIFECHOICES: Venturing Out*, Teacher Resource, pp. 74-75, #1.

**Note:** The assessment activity to the right introduces young people to investment options and opportunities. Students who indicate a high level of interest in the concepts introduced here could investigate topics on their own and submit their work for assessment.

*LIFECHOICES: Venturing Out*, Teacher Resource, pp. 75-91.

Using the generated lists of reasons for saving, students could propose strategies for saving. They could consider the variety of products and services of financial institutions.

*LIFECHOICES: Venturing Out*, Teacher Resource, p. 81, #5.

## Knowledge and Understandings

**GCO 1. Students will acquire an understanding of issues and challenges which impact the family.**

### Outcomes

It is expected that students will

4. demonstrate a basic understanding of credit

### Suggestions for Learning and Teaching

- 4.1 Students could brainstorm examples of borrowing, then answer the following questions: Why does a person borrow? Why does a person lend? When is it appropriate or not appropriate to borrow or lend?
- 4.2 Students could read the article, “An A+ or an F”, discuss the meaning of “instant gratification” and answer the following questions: What are some examples of instant gratification? Why do people sometimes wait? What’s your opinion and why?
- 4.3a. Students could create a wall chart of types of credit cards. They could research options, rates, user fees and benefits, such as car rental and travel insurance and personal line of credit.
- 4.3b. They could consider the benefits as well as the risks of using credit cards.
- 4.3c. Students could answer the following question: What is a credit rating and how do you go about establishing a credit rating?
- 4.4 A sales representative from a local furniture/stereo store could be invited to bring in a product or picture of a large item such as a large-screen television, stereo, quad or bike for demonstration or display to the class. The class could discuss the purchase of such an item and the differences in the payment options.
- 4.5 Students could debate both sides of the following statements
- Credit should only be used in an emergency
  - Never use credit when you have cash

**GCO 1. Students will acquire an understanding of issues and challenges which impact the family.**

**Notes/Resources/Background Information**

**Suggestions for Assessment**

*LIFECHOICES: Venturing Out*, Teacher Resource, p. 93, #1.

*Money and Youth*, Ch 10. This resource was made available to provincial schools by the Canadian Foundation for Economic Education, is also available along with a teacher's guide at [www.moneyandyouth.cfee.org](http://www.moneyandyouth.cfee.org)

"An A+ or an F", *LIFECHOICES: Venturing Out*, Student Resource, p. 90.

*LIFECHOICES: Venturing Out*, Teacher Resource, p. 93, #2.

*LIFECHOICES: Venturing Out*, Teacher Resource, pp. 94-95, #1, #2, #4; pp. 106-107.

*Money and Youth*, Ch 10.

"Rating Our Plastic Pals", *LIFECHOICES: Venturing Out*, Student Resource, pp. 88-89.

*LIFECHOICES: Venturing Out*, Teacher Resource, pp. 109-110.

"Taking Some Credit: maintaining a good credit rating", *LIFECHOICES: Venturing Out*, Student Resource, pp. 25-26.

Student Financial Services: [www.edu.gov.nf.ca/studentaid/](http://www.edu.gov.nf.ca/studentaid/)

*LIFECHOICES: Venturing Out*, Teacher Resource, p. 100, #4 and pp. 102-106.

*LIFECHOICES: Venturing Out*, Teacher Resource, p. 102, #17.

"Debt and Credit: A Matter of Interest", *Money and Youth*, pp. 79-93.

*Money and Youth*, Ch 5, p. 34, 5.2. This resource, made available to provincial schools by the Canadian Foundation for Economic Education, is also available along with a teacher's guide at [www.moneyandyouth.cfee.org](http://www.moneyandyouth.cfee.org)

Students could write an essay or design a brochure that focuses on reasons to use credit and some guidelines to help young people to use credit wisely.

## Skills And Abilities

**GCO 2. Students will develop the capability/ability to use skills, resources, and processes; and to create conditions and take actions that support individuals and the family.**

### Outcomes

### Suggestions for Learning and Teaching

It is expected that students will

- |   |  |
|---|--|
| <p>5. analyze personal goals and values in relation to the costs of financing them</p>      | <p>5.1a. Students could discuss the concepts of “impulse buying” and “planned buying”.</p> <p>5.1b. Students could complete the statements in the self-inventory, “The Habit of Spending”.</p> <p>5.1c. Students could record and analyze spending habits. With respect to “impulse buying” and “planned buying”, they could consider a balance of these concepts in their life.</p> <p>5.2 Students could discuss the following: When considering purchases how do you define a need, a want, impulse buying, planned buying? Are there any times when there are grey areas? They could explain with examples.</p> <p>5.3 In small groups, students could research the purchase of a new car, a used car, a leased car and consider items such as price, insurance, gas and maintenance, then answer the following: Which would you choose? Why? What are the advantages and disadvantages of your selection?</p> |
| <p>6. create a plan which demonstrates the financing and realization of a specific goal</p> | <p>6.1 Personal Reflection<br/>Students could think about the financial achievements that they desire throughout their life, then create a continuum of financial goals including the time frames.</p> <p>6.2 Working individually or in pairs, students could plan a date for a couple. They could use a set amount of money to spend on the date. They could also consider whether the date would cost the same for a young married couple with two small children.</p>  |

**GCO 2. Students will develop the capability/ability to use skills, resources, and processes; and to create conditions and take actions that support individuals and the family.**

**Notes/Resources/Background Information**

**Suggestions for Assessment**

“The Habit of Spending”, *LIFECHOICES: Venturing Out*, Student Resource, p. 5.

Background Information, *LIFECHOICES: Venturing Out*, Teacher Resource, p. 44.

“The Major Expenses”, *Money and Youth*, Ch. 11 and 13.

“Car Insurance? Better Start Saving Now” and “What Are You Waiting For?”, *LIFECHOICES: Venturing Out*, Student Resource, pp. 2-4, and 11-12.

*LIFECHOICES: Venturing Out*, Teacher Resource, p. 50, #1, 2, and 3.

*LIFECHOICES: Venturing Out*, Teacher Resource, p. 52, #14; p. 53, #23.

*LIFECHOICES: Venturing Out*, Teacher Resource, p. 50, #6.

Students could choose four to five goals which involve a financial expenditure. Identify each goal as short-term or long-term. They could outline the process for attaining each goal and the expected time frame. They could discuss the conditions that need to exist in order for them to achieve these goals, i.e., a part-time job for four years, moral support from their family, good mental and physical health.

## Skills And Abilities

**GCO 2. Students will develop the capability/ability to use skills, resources, and processes; and to create conditions and take actions that support individuals and the family.**

### Outcomes

It is expected that students will

7. create plans for the allocation and spending of income

### Suggestions for Learning and Teaching

7.1 Students could choose a career and, based on the salary for the selected career, they could design a monthly budget. They could identify unexpected expenses or changes in income (e.g., major car repairs, reduction in work hours, increase in rent), estimated costs and suggest revisions in the budget to accommodate these expenses and changes.

7.2 In small groups, students could use financial planning skills to suggest a course of action for the individuals in each scenario.

#### Personal Reflection

Students could consider their financial situation including income and expenses, choose one of their goals and review their spending and saving situation in relation to the goal. They should consider whether or not they need to make any adjustments.

7.3 As a review, students could consider the financial situations of some Canadian families, how needs and wants of family members affect the use of family income and prepare a budget for one of the types of Canadian families.

**GCO 2. Students will develop the capability/ability to use skills, resources, and processes; and to create conditions and take actions that support individuals and the family.**

**Notes/Resources/Background Information**

**Suggestions for Assessment**

*CHOICES* program, guidance counsellor.

*LIFECHOICES: Venturing Out*, Teacher Resource, BLM#3 and #4

“Rules of the Road When Setting Up”, *LIFECHOICES: Venturing Out*, Student Resource, pp. 38-39.

*LIFECHOICES: Venturing Out*, Teacher Resource, p. 53, #22.

**Note:** Resources and a lesson plan for this activity can be found on the Statistics Canada web site: [www.statcan.ca](http://www.statcan.ca). Go to Education Resources, select Course, select Home Economics and Family Studies, select Family Income, select Activity 7 or search the site for this lesson plan is in .pdf format.

Students could prepare a budget assessment using handout 2 from the lesson plan, Family Income, Activity 7, Statistics Canada Website.

## Attitudes And Behaviours

**GCO 3. Students will be encouraged to evaluate knowledge, attitudes, and capabilities; monitor progress; and set new learning goals as an individual and as a family member.**

### Outcomes

### Suggestions for Learning and Teaching

Student will be encouraged to

8. develop, monitor, analyze and evaluate personal use and allocation of finances

8.1 Periodically, students could use “Habits of Spending” to review their spending habits and to evaluate how they handle money.

8.2 Students could keep a detailed record of how they spend their money over a five-day period including over a weekend. They should be sure to record ALL money spent.

They could calculate total expenditures for each day. Beside each expenditure, they could record how much was spent, how it was paid for (cash, credit card, debit card), whether they were alone or with others, when the purchase was made, where the purchase was made, whether the purchase was planned or an example of impulse buying. They could then answer the following questions: Do you feel all of your decisions were wise and appropriate? Are there any changes you would make? Where did you get the money you spent? What conclusions would you draw about your purchasing habits?

8.3 Personal Reflection

Students could read the article, “True Confessions of a Compulsive Budgeter” and answer the following: Do you agree with the four steps outlined for budgeting? Do you agree with the author that budgeting is easy?

9. acquire, refine and apply personal financial management skills

9.1 Students could read the articles listed in the section, “Many Happy Returns”, *LIFECHOICES: Venturing Out*, Student Resource (See Table of Contents) and reflect on and assess their financial management skills.

9.2 Students could identify the skills that they have learned and the skills they would like to acquire and how they would go about acquiring these skills.

**GCO 3. Students will be encouraged to evaluate knowledge, attitudes, and capabilities; monitor progress; and set new learning goals as an individual and as a family member.**

**Notes/Resources/Background Information**

**Suggestions for Assessment**

**Note:** Activities in this section “Attitudes And Behaviours” are proposed as follow-up to the previous outcomes and are not intended for evaluation.

“The Habit of Spending”, *LIFECHOICES: Venturing Out*, Student Resource, p. 5.

“True Confessions of a Compulsive Budgeter”, *LIFECHOICES: Venturing Out*, Student Resource, pp. 83-84.

Articles under “Many Happy Returns”, see Table of Contents, *LIFECHOICES: Venturing Out*, Student Resource.

*LIFECHOICES: Venturing Out*, Teacher Resource, pp. 53-59.

Canadian Bankers Association Website: [www.cba.ca/](http://www.cba.ca/) Guide to publications and press releases with links to Canadian banks and general information about the Canadian banking industry.

## Attitudes And Behaviours

**GCO 3. Students will be encouraged to evaluate knowledge, attitudes, and capabilities; monitor progress; and set new learning goals as an individual and as a family member.**

### Outcomes

Students will be encouraged to

10. set personal goals and develop plans including financial plans to achieve these

### Suggestions for Learning and Teaching

- 10.1 Student could write letters to themselves, date them and
1. Describe a specific goal, aspiration or dream.
  2. Outline the steps they would follow to achieve the goal.
  3. Reflect on the strengths, opportunities, skills and abilities that they can draw upon, and that they have developed during the course. Record them.
  4. Identify some of the challenges they expect to encounter, and how they will overcome them.
  5. Wish themselves success!
  6. Sign the letter. Place in a self-addressed stamped envelope. Seal it.
  7. Give it to the teacher who will mail it in the fall of the following school year.

**GCO 3. Students will be encouraged to evaluate knowledge, attitudes, and capabilities; monitor progress; and set new learning goals as an individual and as a family member.**

**Notes/Resources/Background Information**

**Suggestions for Assessment**

**Note:** In this follow-up activity, encourage students to be realistic when setting goals and outlining steps to achieve them.

**Note:** With respect to #3 opposite, remind students not to underestimate their positive attributes and abilities.



# Summary of Resources Referenced in the Curriculum Guide

## Family As Ecosystem *Appendix A: Family As Ecosystem*

*Employability Skills 2000+*, Conference Board of Canada:  
[www.conferenceboard.ca](http://www.conferenceboard.ca)

*Family Studies Kit* found on the Stats Canada website:  
[www.statcan.ca](http://www.statcan.ca) Click Learning Resources

*Ecological Footprint Calculator*: [www.rprogrerss.org/programs/sustainabilityindicators/education](http://www.rprogrerss.org/programs/sustainabilityindicators/education)

Journal (provided in electronic format)

*LIFECHOICES: Venturing Out*, Teacher Resource.

*Profiling Canada's Families II*, Vanier Institute of the Family

“STRENGTHS IN FAMILIES: ACCENTUATING THE POSITIVE”, Ben Schlesinger, Faculty of Social Work, University of Toronto. See Vanier Institute of the Family Web Site for ordering.

Statistics Canada: [www.statcan.ca](http://www.statcan.ca)

*The Untold Story*, (video), Codless Productions

Vanier Institute of the Family: [www.vifamily.ca](http://www.vifamily.ca)

## Relationships

*Appendix B: Relationships*

*Ad Busters Magazine* or: [www.adbusters.org](http://www.adbusters.org)

Association of Reproductive Health professionals: [www.arhp.org](http://www.arhp.org)

*Birth Control that Works*, freeware provided by the University of Alberta health Centre

Canadian Health Network: [www.canadian-health-network.ca/](http://www.canadian-health-network.ca/)

*Celebrating Diversity, Respecting Differences*, Women's Policy Office,  
Government of Newfoundland and Labrador.

*Choices for Positive Youth Relationships*

Communities and Schools Promoting Health:  
[www.safehealthyschools.org](http://www.safehealthyschools.org)

*Employability Skills 2000\**, Appendix A

Healthy Sexual Choice [Sex Talk], *LIFECHOICES: Healthy and Well*  
Teacher Resource

Health Canada On-line: [www.hc-sc.gc.ca](http://www.hc-sc.gc.ca)

*Itchin', Burnin' & Squirmin': STDs and You*, freeware provided by  
University of Alberta Health Centre

*LIFECHOICES: Relationships*, Teacher Resource and Student  
Resource

Making Waves: [www.mwaves.org](http://www.mwaves.org)  
This website is dedicated to sharing information with teens about  
healthy and unhealthy relationships

*Making Waves - Making A difference: A Student Manual on Dating  
Violence*, see website: [www/mwaves.org](http://www/mwaves.org) for ordering publications

Media Awareness: [www.media-awareness.ca](http://www.media-awareness.ca)

*Piecing Together a Caring Community - A Resource Book on Dismantling  
Homophobia*. Available in .pdf from the Newfoundland and  
Labrador Human Rights Association: [www.stemnet.nf.ca/nlhra](http://www.stemnet.nf.ca/nlhra)

Planned Parenthood Federation of Canada: [www.ppfca.ca](http://www.ppfca.ca)

Public health Nurses, Health and Community Services Regional  
Offices

Sex Information and Education Council of Canada (SIECCAN):  
[www.sieccan.org](http://www.sieccan.org)

Statistics Canada: [www.statcan.ca](http://www.statcan.ca)

## Parenting & Child Development

Violence Prevention Initiative: [www.gov.nf.ca/vpi](http://www.gov.nf.ca/vpi)

What you need to know about STI, *Health Canada*

Appendix C: *Parenting and Child Development*

*A NEW LIFE Series* (booklets), Department of Health and Community Services

*Baby Think It Over*™ Program. [www.realityworksinc.com](http://www.realityworksinc.com)

Breastfeeding Committee for Canada: [www.breastfeedingcanada.ca](http://www.breastfeedingcanada.ca)

*Canada's Food Guide To Healthy Eating* [www.hc-sc.gc.ca](http://www.hc-sc.gc.ca)

*Canada's Physical Activity Guide for Children*, Health Canada: [www.healthcanada.ca/paguide](http://www.healthcanada.ca/paguide)

Canada Safety Council: [www.safety-council.org](http://www.safety-council.org)

Canadian Child Care Federation: [www.cccf-fcsge.ca](http://www.cccf-fcsge.ca)

Canadian Health Network: [www.canadian-health-network.ca](http://www.canadian-health-network.ca)

Canadian Institute of Child Health - [www.cich.ca](http://www.cich.ca)

Canadian Toy Testing Council website: [www.toy-testing.org/](http://www.toy-testing.org/)

Centre for Families, Work and Well-Being, University of Guelph: [www.uguelph.ca/cfww](http://www.uguelph.ca/cfww)

Child and Family Canada: [www.cfc-efc.ca](http://www.cfc-efc.ca)

*CHOICES* Program

Child Development or United Nations Human Rights: [www.unhchr.ch](http://www.unhchr.ch)

Centre for Families, Work and Well-Being, University of Guelph: [www.woguelph.ca/cfww](http://www.woguelph.ca/cfww)

FAS/E Support Network of BC: [www.fetalalcohol.com](http://www.fetalalcohol.com)  
*Go with the Flow*, (video), Health and Community Services Regional Offices

Health and Community Services: [www.healthy.nf.ca/pamphlets/index.htm](http://www.healthy.nf.ca/pamphlets/index.htm)

I Am Your Child: [www.iamyourchild.org/](http://www.iamyourchild.org/)

INFACT Canada: [www.infactcanada.ca](http://www.infactcanada.ca)

*It Only Takes a Moment: Shaken Baby Syndrome*, (video), Manitoba Family Services and Housing

Invest in Kids: [www.investinkids.ca](http://www.investinkids.ca)

*LIFECHOICES: Relationships*, Teacher Resource

*Nutrition for a Healthy Pregnancy*, *The Canadian Health Network*:  
[www.canadian-health-network.ca/](http://www.canadian-health-network.ca/)

*Nutrition for Healthy Term Infants*, Health Canada/Santé Canada:  
[www.hc-sc.gc.ca](http://www.hc-sc.gc.ca)

*Parenting in Canada: Human Growth and Development*

*Profiling Canada's Families II*, Vanier Institute of the Family

*RealCare<sup>®</sup> Baby II*

Saskatchewan Institute on Prevention of Handicaps:  
[www.Preventioninstitute.sk.ca](http://www.Preventioninstitute.sk.ca)

*Standards and Guidelines for Health in Child Care Settings*,  
Department of Health and Community Services.

*The First Years Last Forever: I Am Your Child* (booklet), published by the Canadian Institute for Child Health

Transport Canada: [www.tc.gc.ca](http://www.tc.gc.ca). Search "child safety".

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## Financing Your Dreams

Appendix D: *Financing Your Dreams*

*Addiction Research Foundation*: [www.har.org](http://www.har.org)

Canadian Bankers Association website: [www.cba.ca/](http://www.cba.ca/)

Canadian Centre on Substance Abuse: [www.ccsa.ca](http://www.ccsa.ca)

*CHOICES* Program

*Drawing the Line: A Resource for the Prevention of Problem Gambling, Volume II Senior High*

*LIFECHOICES: Venturing Out*, Student Resource

*LIFECHOICES: Venturing Out*, Teacher Resource

*Money and Youth*, Canadian Foundation for Economic Education:  
[www.cfee.ca](http://www.cfee.ca)

Statistics Canada: [www.statcan.ca](http://www.statcan.ca)

Food Security Network: [www.foodsecuritynews.com](http://www.foodsecuritynews.com)

Student Financial Services: [www.edu.gov.nl.ca/studentaid](http://www.edu.gov.nl.ca/studentaid)



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Vanier Institute of the Family (1994). *Tell Me About Your Family: Learning and Study Guide*. Nepean, ON: Vanier Institute of the Family.

Women's Policy Office. (2000). *Celebrating Diversity: Respecting Differences*. St. John's, NL: Government of Newfoundland and Labrador.

# Family As Ecosystem

Ecosystem Notes

Responsibility Assignment (Activity 3.1)

Case Studies

Employability Skills 2000+

Employability Skills 2000+: Self-Inventory



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*Family As Ecosystem*

## Ecosystem Notes

### Ecosystem(s)

- includes a community and its physical environment
- there is an ongoing exchange of materials between nonliving and living parts
- all ecosystems are linked to one another
- organisms move from one ecosystem to another

An ecosystem includes all kinds of organisms - microorganisms, plants and animals.

Organisms interact in many ways, but their nutritional and energy relationships are among the most important.

### Competition in Ecosystems

- Each organism has a particular part of the environment in which it lives. (HABITAT)
- Because of complex interactions in an ecosystem, each species has a particular role in the ecosystem. (NICHE)
- In a balanced ecosystem, each species occupies its own niche. Competition arises when the niche of two species overlap.
- As resources become more scarce, more competition exists.
- Competition occurs among members of the same species. (INTRASPECIFIC COMPETITION)

### Maintenance in an Ecosystem

For maintenance to exist in ecosystem

1. there must be a constant source of energy
2. organisms must be present that can use incoming energy
3. there must be a cycle of materials between living organisms and the environment

Ecosystems undergo change because the living organisms present alter the environment.

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*Family As Ecosystem***Responsibility Assignment**

Responsibility is something you are given or take on, on your own. Outline what responsibilities you have or what “sense” of responsibility you feel toward each of the following.

<b>Self</b>	<b>Family</b>	<b>Community</b>

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*Family As Ecosystem***CASE STUDIES****SUE**

Sue parties all the time. Her parents aren't around to bother her because they split up when she was a kid. Her mom was an alcoholic. Sue lives with her dad and sister, but doesn't see them much because he works many shifts and her sister, like her, is a student with a busy schedule.

A few weeks after the big New Year's bash, Sue's doctor tells her that she is five months pregnant. She'd assumed that stress and drugs were messing up her cycle. Sue has had two abortions. Sue knows she has two more years of college and besides, she definitely isn't ready to settle down. It's too late for another abortion, so she plans to give the child up for adoption.

However, her dad and sister are very excited about the baby. They buy furniture and toys and talk about how everyone will be happy.

**ROD**

Rod is dedicated to the basketball team. He makes every practice and most of his friends are from the team. Rod studies hard and gets good grades, but he hasn't been accepted by any of the post-secondary institutions to which he has applied. His friends are excited about their acceptances and tell him not to worry: "Sure, you're great! They won't let you slip by!"

Although he's happy for his friends, Rod can't help wondering what's wrong with him and when he's going to get his chance. He's also getting frustrated because he worked so hard to improve his chances and make the most of every opportunity.

Rod starts moping around the house. His parents reassure him but his heart sinks lower and lower each day when the mail brings nothing or "you're wait-listed" letters. It's getting harder to go to practice when he has no good news to share.

**BETH**

Beth's father always criticized his daughters. He told them that they would never amount to anything, and even went so far as to cancel their university scholarship fund started years earlier when they were young children. He rarely praised them or attended their sports events. The girls just sighed and privately agreed that nobody could ever live up to his standards anyway.

When Beth's mom scraped together the nerve and cash to leave him, he sneered and told her there was nothing anyone could do to make him pay child support. For years, it looked like he was right. He delayed court dates, fired three lawyers, lied to judges at settlement

hearings and disobeyed court orders. He neglected to pay much needed child support. Beth's mom got cut-off notices and calls about unpaid bills. They auctioned furniture for grocery money.

When Beth's sister got sick, Beth and her mother struggled to support her. They had to go to a specialist on the mainland. Although he was asked for help, Beth's father only gave them a single ticket and that was on his airline points (he holidays in Europe every year).

Now Beth is getting married. The priest thinks she should at least invite her father to the wedding ceremony at the church.

## PAT

Pat tries to fit in. More than anything else, Pat wants to be accepted by a group. They will be *the* group, a safe gang that understands everything and helps out when there's problems.

Pat is quiet and doesn't offer opinions unless someone opens the door. You would be amazed at the sunshine and golden glow that comes from Pat when entering a conversation.

In the spotlight or the shadows, Pat looks at the guys and wonders if there will ever be love. Right now, even an awkward, fumbled moment would be good, if there weren't so much fear and confusion about how to go about it.

Pat's parents don't know that Pat is on the fringes. They think everything is fine. They don't ask questions and they don't explore how Pat thinks and feels.

## KIM

Kim dropped out of school in grade nine. She just couldn't stand the way people treated her as if she were stupid, especially in French class. Just because she mixed up some letters didn't mean her mind was mixed up. Kim went to bed and refused to get out. When the French tutor came, she pushed him away violently. No more tutors.

Kim tried GED classes, but the letter mix-ups made them frustrating. She gave up and hung around the house. Whenever anyone asked what she was going to do with her life, Kim got cranky and said she was thinking about cooking or hair-dressing school. Sometimes Kim missed having people to hang out with, but mostly she was happy with her supportive family and some good childhood friends.

When her mom was diagnosed with cancer, Kim took over as the main caregiver and housekeeper. She helped her mom eat, take medications, vomit, cry, bathe, dress, do yoga, look good in public, go to the hospital and do it all over again every day. Everyone praised Kim's hard work, persistence and courage.

*Family As Ecosystem*

## Employability Skills 2000+

*The skills you need to enter, stay in, and progress in the world of work - whether you work on your own or as part of a team.*

These skills can also be applied and used beyond the workplace in a range of daily activities.

<b>Fundamental Skills</b> The skills needed as a base for further development	<b>Personal Management Skills</b> The personal skills, attitudes and behaviours that drive one's potential for growth	<b>Teamwork Skills</b> The skills and attributes needed to contribute productively
<p><i>You will be better prepared to progress in the world of work when you can</i></p> <p><b>Communicate</b></p> <ul style="list-style-type: none"> <li>• read and understand information presented in a variety of forms (e.g., words, graphs, charts, diagrams)</li> <li>• write and speak so others pay attention and understand</li> <li>• listen and ask questions to understand and appreciate the points of view of others</li> <li>• share information using a range of information and communications technologies (e.g., voice, e-mail, computers)</li> <li>• use relevant scientific, technological and mathematical knowledge and skills to explain or clarify ideas</li> </ul> <p><b>Manage Information</b></p> <ul style="list-style-type: none"> <li>• locate, gather and organize information using appropriate technology and information systems</li> <li>• access, analyze and apply knowledge and skills from various disciplines (e.g., the arts, languages, science, technology, mathematics, social sciences, and the humanities)</li> </ul>	<p><i>You will be able to offer yourself greater possibilities for achievement when you can</i></p> <p><b>Demonstrate Positive Attitudes &amp; Behaviours</b></p> <ul style="list-style-type: none"> <li>• feel good about yourself and be confident</li> <li>• deal with people, problems and situations with honesty, integrity and personal ethics</li> <li>• recognize your own and other people's good efforts</li> <li>• take care of your personal health</li> <li>• show interest, initiative and effort</li> </ul> <p><b>Be Responsible</b></p> <ul style="list-style-type: none"> <li>• set goals and priorities balancing work and personal life</li> <li>• plan and manage time, money and other resources to achieve goals</li> <li>• assess, weigh and manage risk</li> <li>• be accountable for your actions and the actions of your group</li> <li>• be socially responsible and contribute to your community</li> </ul>	<p><i>You will be better prepared to add value to the outcomes of a task, project or team when you can</i></p> <p><b>Work with Others</b></p> <ul style="list-style-type: none"> <li>• understand and work within the dynamics of a group</li> <li>• ensure that a team's purpose and objectives are clear</li> <li>• be flexible: respect, be open to and supportive of the thoughts, opinions and contributions of others in a group</li> <li>• recognize and respect people's diversity, individual differences and perspectives</li> <li>• accept and provide feedback in a constructive and considerate manner</li> <li>• contribute to a team by sharing information and expertise</li> <li>• lead or support when appropriate, motivating a group for high performance</li> <li>• understand the role of conflict in a group to reach solutions</li> <li>• manage and resolve conflict when appropriate</li> </ul> <p style="text-align: right;">(Source: Conference Board of Canada)</p>

*Family As Ecosystem***Fundamental Skills*****Use Numbers***

- decide what needs to be measured or calculated
- observe and record data using appropriate methods, tools and technology
- make estimates and verify calculations

***Think & Solve Problems***

- assess situations and identify problems
- seek different points of view and evaluate them based on facts
- recognize the human, interpersonal, technical, scientific and mathematical dimensions of a problem
- identify the root cause of a problem
- be creative and innovative in exploring possible solutions
- readily use science, technology and mathematics as ways to think, gain and share knowledge, solve problems and make decisions
- evaluate solutions to make recommendations or decisions
- implement solutions
- check to see if a solution works, and act on opportunities for improvement

**Personal Management Skills*****Be Adaptable***

- work independently or as a part of a team
- carry out multiple tasks or projects
- be innovative and resourceful: identify and suggest alternative ways to achieve goals and get the job done
- be open and respond constructively to change
- learn from your mistakes and accept feedback
- cope with uncertainty

***Learn Continuously***

- be willing to continuously learn and grow
- assess personal strengths and areas for development
- set your own learning goals
- identify and access learning sources and opportunities
- plan for and achieve your learning goals

***Work Safely***

- be aware of personal and group health, and safety practices and procedures, and act in accordance with these

**Teamwork Skills*****Participate in Projects & Tasks***

- plan, design and/or carry out a project or task from start to finish with well-defined objectives and outcomes
- develop a plan, seek feedback, test, revise and implement
- work to agreed quality standards and specifications
- select and use appropriate tools and technology for a task or project
- adapt to changing requirements and information
- continuously monitor the success of a project or task and identify ways to improve

**Source:**

The Conference Board of Canada  
255 Smyth Road, Ottawa  
ON K1H 8M7 Canada  
Tel. (613) 526-3280  
Fax (613) 526-4857

Internet: [www.conferenceboard.ca/nbec](http://www.conferenceboard.ca/nbec)

Accessed May 5, 2003

<http://www.conferenceboard.ca/education/learning-tools/employability-skills.htm>

## EMPLOYABILITY SKILLS 2000+ SELF-INVENTORY

NAME:

FUNDAMENTAL SKILLS	GOT IT ALL	GOT MOST OF IT	GOT SOME OF IT	WHOOPS-NEED IT	GOT TO WORK ON IT
<b>Communicate</b> • read and understand information presented in a variety of forms (e.g., words, graphs, charts, diagrams)					
• write and speak so others pay attention and understand					
• listen and ask questions to understand and appreciate the points of view of others					
• share information using a range of information and communications technologies (e.g. voice, e-mail, computers)					
• use relevant scientific, technological and mathematical knowledge and skills to explain or clarify ideas					
<b>Manage Information</b> • locate, gather and organize information using appropriate technology and information systems					
• access, analyze and apply knowledge and skills from various disciplines (e.g. the arts, languages, science, technology, mathematics, social sciences, and the humanities)					
<b>Use Numbers</b> • decide what needs to be measured or calculated					
• observe and record data using appropriate methods, tools and technology					
• make estimates and verify calculations					
<b>Think and Solve problems</b> • assess situations and identify problems					
• seek different points of view and evaluate them based on facts					
• recognize the human, interpersonal, technical, scientific and mathematical dimensions of a problem					
• identify the root cause of a problem					
• be creative and innovative in exploring possible solutions					
• readily use science, technology and mathematics as ways to think, gain and share knowledge, solve problems and make decisions					
• evaluate solutions to make recommendations or decisions					
• implement solutions					
• check to see if a solution works, and act on opportunities for improvement					

## EMPLOYABILITY SKILLS 2000+ SELF-INVENTORY

NAME:

PERSONAL MANAGEMENT SKILLS	GOT IT ALL	GOT MOST OF IT	GOT SOME OF IT	WHOOPS-NEED IT	GOT TO WORK ON IT
<b>Demonstrate Positive Attitudes &amp; Behaviours</b> • feel good about yourself and be confident					
• deal with people, problems and situations with honesty, integrity and personal ethics					
• recognize your own and other people's good efforts					
• take care of your personal health					
• show interest, initiative and effort					
<b>Be Responsible</b> • set goals and priorities balancing work and personal life					
• plan and manage time, money and other resources to achieve goals					
• assess, weigh and manage risk					
• be accountable for your actions and the actions of your group					
• be socially responsible and contribute to your community					
<b>Be Adaptable</b> • work independently or as a part of a team					
• carry out multiple tasks or projects					
• be innovative and resourceful: identify and suggest alternative ways to achieve goals and get the job done					
• be open and respond constructively to change					
• learn from your mistakes and accept feedback					
• cope with uncertainty					
<b>Learn Continuously</b> • be willing to continuously learn and grow					
• assess personal strengths and areas for development					
• set your own learning goals					
• identify and access learning sources and opportunities					
• plan for and achieve your learning goals					
<b>Work Safely</b> • be aware of personal and group health and safety practices and procedures, and act in accordance with these					

## EMPLOYABILITY SKILLS 2000+ SELF-INVENTORY

NAME: \_\_\_\_\_

TEAMWORK SKILLS	GOT IT ALL	GOT MOST OF IT	GOT SOME OF IT	WHOOPS- NEED IT	GOT TO WORK ON IT
<b>Work With Others</b> • understand and work within the dynamics of a group					
• ensure that a team's purpose and objectives are clear					
• be flexible: respect, be open to and supportive of the thoughts, opinions and contributions of others in a group					
• recognize and respect people's diversity, individual differences and perspectives					
• accept and provide feedback in a constructive and considerate manner					
• contribute to a team by sharing information and expertise					
• lead or support when appropriate, motivating a group for high performance					
• understand the role of conflict in a group to reach solutions					
• manage and resolve conflict when appropriate					
<b>Participate in Projects &amp; Tasks</b> • plan, design or carry out a project or task from start to finish with well-defined objectives and outcomes					
• develop a plan, seek feedback, test, revise and implement					
• work to agreed quality standards and specifications					
• select and use appropriate tools and technology for a task or project					
• adapt to changing requirements and information					
• continuously monitor the success of a project or task and identify ways to improve					

### PRIORITIZE TOP 5 SKILLS THAT NEED WORK

1.

2.

3.

4.

5.



# Relationships

How Informed Am I?

How Informed Am I? (Teacher Guide)

Give the Gift To (Activity 2.4)

Personality Traits Analysis (Activity 2.8)

Pre- and Post-Questionnaires (Activity 6.4)

Sample Questionnaire (Activity 6.3)

- Stereotypes
- Dating Violence



## Pre- and Post- Questionnaires

How do you know if workshop participants learned anything? The easiest way is to ask them: What did you learn? What did you like? What would you change?

Another way is to ask participants to complete questionnaires before and after the workshop. Then you compare the scores of the pre-workshop questionnaires with the scores of the post-workshop questionnaires. Since the questionnaires are anonymous, you can't compare individual scores. Add together all of the "pres". Write down the sum. Add together all of the "posts". Write down the sum. Compare the two sums. An increase suggests that participants gained knowledge from the workshop.

Pre- and post- questionnaires often use True and False questions. Some alternatives are match-ups (two columns: terms on one side and definitions on the other and participants match them up) and multiple choice (not recommended because some people have difficulty with multiple choice format even when they know the material which is being tested).

Pre- and post- questionnaires are usually the same. If there are any differences, it's in simple synonyms or structure (e.g., inserting a "not" to change a true statement to a false). This is to counteract the possibility that students will score better on the second test because they remember it, not because they learned anything in the workshop.

Some samples follow. Please feel free to add, delete or otherwise improve them. If you are organizing a workshop with guest speakers, it is most effective to ask them for help in developing pre- and post-questionnaires.

The most important thing to remember is to take the questionnaires seriously but not too seriously. Don't be disappointed if your questionnaire results are not what you expected. People study for years to do evaluation. The important part is that you experience the process: drafting a questionnaire; getting participants to fill it out, ensuring their anonymity, adding up the results, comparing the sums and putting your conclusions on paper. The process is important and the product is a bonus.

## Sample Pre- and Post-questionnaires

### Sample I: True and False Questionnaire on Stereotypes

Decide whether each statement is true or false.

1. All men are good at fixing things. F
2. People are poor because they don't work hard. F
3. People can belong to many different groups and face conflicting stereotypes. T
4. Men don't need family leave; that's for mothers. F
5. Don't trust people who don't make eye contact; they're shifty. F
6. Homosexual guys always hit on straight guys. F
7. People who have trouble with English may be just as smart as fluent people. T
8. All women face the same problems because they're women. F
9. When a black guy dates a white girl, he's just denying his ethnicity. F
10. It's no more unnatural for a lesbian couple to raise a child than it is for a girl to raise her child with the help of her mother or sister. T

### Example II: Match-Up Questionnaire on Dating Violence

Match up the experience with words which will help you describe it to people who care.

- |  |                   |
|--|-------------------|
| 1. She says untrue things about me, nasty words.   | Rape              |
| 2. He follows me everywhere; I have no privacy.  | Physical abuse    |
| 3. My boss cornered me and touched me.   | Stalking          |
| 4. I was forced to have intercourse.   | Jealousy          |
| 5. She wants to know my every move: W5 24/7!   | Emotional abuse   |
| 6. He tells me I'm useless, stupid, hopeless . . .   | Controlling       |
| 7. She always accuses me of cheating on her and wants me to cut off all my female friends. | Sexual harassment |
| 8. He hits me and more when he drinks.   | Gossip/Defamation |

*Relationships*

## How Informed Am I? Assessment Tool (Questionnaire for Students)

**How much do you know about:**

<b>The Reproductive System</b>	<b>TRUE</b>	<b>FALSE</b>
1. A male can produce the male hormone testosterone and sperm before he reaches puberty.	_____	_____
2. Once females have reached puberty, eggs (or ovum) are released from their ovaries once a month.	_____	_____
3. For fertilization to occur an egg and sperm must join together.	_____	_____
4. The penis is a tube-like organ on the outside of the body and its only purpose is to provide a passage for urine from the body.	_____	_____
5. The vagina is the doorway into a woman's reproductive system.	_____	_____
 <b>Methods of Birth Control</b>		
6. If you're sexually active, you have an 85% chance of becoming pregnant if you don't use birth control.	_____	_____
7. There are a variety of methods of birth control and any one is as good as the other if used according to the directions.	_____	_____
8. Abstinence is the only 100% effective way to prevent pregnancy and STI.	_____	_____
9. If a female douches after she has had sex she cannot get pregnant.	_____	_____
10. A female won't get pregnant if she doesn't have vaginal intercourse or if a male does not ejaculate inside her.	_____	_____
11. The birth control pill is very effective in preventing pregnancy but it will not prevent the spread of STI.	_____	_____
12. "Emergency Contraception" can be used to prevent pregnancy after unprotected sex. It should be taken as soon as possible within 72 hours of intercourse.	_____	_____

*Relationships*

<b>Condoms</b>	<b>TRUE</b>	<b>FALSE</b>
13. Condoms are the only method of birth control that are also effective in preventing Sexually Transmitted Infections. (STI)	_____	_____
14. You can reuse a condom as long as there are no visible tears in it.	_____	_____
15. The condom should be placed on the erect penis before any sexual contact.	_____	_____
16. You don't need to handle or store condoms in a particular way.	_____	_____
 <b>Sexually Transmitted Infections (STI)</b>		
17. If you have an STI - you'll know it!	_____	_____
18. You can get an STI through vaginal, oral or anal sex.	_____	_____
19. Once a person is treated for an STI they cannot get it again.	_____	_____
20. In Canada, the highest rates and increases in STI are in youth ages 15-24.	_____	_____
21. There are more than 20 different kinds of STI and all can be treated and cured.	_____	_____
22. Two of the main ways to contract HIV is through unprotected sex and the sharing of needles for activities such as drug use or tattooing.	_____	_____
23. There is now a vaccine that can prevent the spread of HIV.	_____	_____

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*Relationships*

# How Informed Am I?

## (Teacher Guide)

### How much do you know about:

#### *The Reproductive System*

1. A male can produce the male hormone, testosterone and sperm before he reaches puberty.

FALSE: A male must reach puberty before his body produces testosterone and sperm, which are the male reproductive cells. After puberty a male produces sperm all the time.

2. Once females have reached puberty, eggs (or ovum) are released from their ovaries once a month.

TRUE: Females are born with all their ova already in place, about 400,000 of them all about the size of a pinpoint. But it is not until they reach puberty that the hormones, estrogen and progesterone, cause eggs to be released each month. Usually a female produces one egg per cycle.

3. For fertilization to occur an egg and sperm must join together.

TRUE: When an egg and sperm join, a new fertilized cell is formed. The fertilized cell moves into the uterus to rest and grow for the next nine months and develops into a baby. If an egg is not fertilized, the lining of the uterus is shed each month and leaves the body via the vagina. This is called menstruation.

4. The penis is a tube-like organ on the outside of the body and its only purpose is to provide a passage for urine from the body.

FALSE: The penis also provides a passage way for sperm, the male reproductive cells, to leave the body. Both sperm and urine pass out through the tube at the tip of the penis called the urethra. Only one fluid, semen or urine, can pass from the body at a time.

5. The vagina is the doorway into a woman's reproductive system.

TRUE: The vagina is where sperm are deposited during sex. They swim upward through the cervix and into the uterus and fallopian tube to reach their target - the ovum or egg.

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*Relationships**Methods of Birth Control*

6. If you're sexually active, you have an 85% chance of becoming pregnant if you don't use birth control.

TRUE: Any female who is sexually active can get pregnant if she does not use a method of birth control.

7. There are a variety of methods of birth control and any one is as good as the other if used according to the directions.

FALSE: There are many different contraceptive options each with its advantages and disadvantages as well as varying success rates. Individuals need to find the right method or the right combination of methods for them. Methods include

- hormonal methods: the pill, injections
- spermicides: jellies/foams/creams/films
- condoms: male and female
- barrier methods: diaphragm, sponge, Lea's Shield
- intrauterine devices (IUD)
- sterilization
- rhythm and withdrawal methods

8. Abstinence is the only 100% effective way to prevent pregnancy and STI.

TRUE: If you practise abstinence you cannot get pregnant or contract an STI. However, it is still important for you to know how to protect yourself should you decide to become sexually active in the future.

9. If a female douches after she has had sex she cannot get pregnant.

FALSE: Douching is not a method of birth control and it will not prevent pregnancy. Also, other statements such as "I can't get pregnant the first time I have intercourse" are myths. The female body is designed for reproduction and chances are you will get pregnant if you do not use a reliable method of birth control.

10. A female won't get pregnant if she doesn't have vaginal intercourse or if a male does not ejaculate inside her.

FALSE: The penis does not have to be inside the vagina for pregnancy to occur. Sperm are present in the pre-ejaculate that collects on the tip of the penis during foreplay. Even if deposited on the outside of the body, sperm are still capable of swimming up the vagina into the cervix. For the same reason, withdrawal of the penis before ejaculation is not a reliable method of birth control.

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*Relationships*

11. The birth control pill is very effective in preventing pregnancy but it will not prevent the spread of STI.

TRUE: The birth control pill can be 97-99% effective in preventing pregnancy but it does not protect against STI. The condom is the only method of birth control found to be effective in preventing the spread of STI, including HIV.

12. “Emergency Contraception” can be used to prevent pregnancy after unprotected sex. It should be taken as soon as possible within 72 hours of intercourse.

TRUE: An “Emergency Contraceptive” is not a substitute for regular contraception, such as the pill and should not be considered a method. It is intended for **after** unprotected sex such as, sex without contraception or when a contraceptive fails. A doctor or pharmacist can provide details.

*Condoms*

13. Condoms are the only method of birth control that are also effective in preventing Sexually Transmitted Infections. (STI)

TRUE: Both male and female condoms protect against STI, including HIV/AIDS, when used properly every time.

14. You can reuse a condom as long as there are no visible tears in it.

FALSE: A condom should never be reused under any circumstances.

15. The condom should be placed on the **erect** penis before any sexual contact.

TRUE: Pre-ejaculation fluid can contain sperm or disease. A condom should be placed on the penis as soon as it becomes erect and before it comes in contact with a partner’s body.

16. You don’t need to handle or store condoms in a particular way.

FALSE: There are several important points to remember when using condoms. They include: store in a cool dry place, check the expiry date, open carefully to avoid tearing, use with a water-based lubricant only, place the condom on the erect penis and pinch out the air in the tip, when pulling out hold the condom in place at the base of the penis and never reuse a condom.

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*Relationships**Sexually Transmitted Infections (STI)*

17. If you have an STI - you'll know it!

FALSE: Some people can have an STI and have no symptoms; others may have obvious symptoms that may appear alone or in combination. Some symptoms are: a different discharge from the vagina or penis; itching, rash or sores in the genital area; burning feeling when urinating and swollen glands in the groin. If you have had sex without using a condom, you are at risk for an STI. See your doctor or public health clinic for a check-up.

18. You can get an STI through vaginal, oral or anal sex.

TRUE: STI are caused by bacteria and viruses that travel in semen, vaginal fluids and blood. Sometimes they can be spread through saliva if there are cuts in or around the mouth. Some are easily cured while others have no cure.

19. Once a person is treated for an STI they cannot get it again.

FALSE: Some STI can be treated and cured with antibiotics. But you can get it again if your partner is not treated or if you have unprotected sex with another partner who is infected.

20. In Canada, the highest rates and increases in STI are in youth ages 15-24.

TRUE: Youth are at high risk of getting an STI (or becoming pregnant) if they are having unprotected sex. Practise "safer" sex - use a condom every time.

21. There are more than 20 different kinds of STI and all can be treated and cured.

FALSE: Some diseases caused by bacteria such as gonorrhea and chlamydia can be treated and cured with antibiotics. However, other diseases caused by viruses such as herpes, genital warts or HIV cannot be cured but treatment is aimed at relieving the symptoms.

22. Two of the main ways to contract HIV are through unprotected sex and the sharing of needles for activities such as drug use or tattooing.

*Relationships*

TRUE: You can get HIV from any form of unprotected sex or from sharing needles used to inject drugs with someone who is infected with HIV. You can also get it from needles shared for purposes such as body piercing or tattooing. You can also get it from sharing anything that can carry HIV into your body such as razors or toothbrushes. Since 1985, all blood and blood products in Canada are tested for HIV, therefore, blood transfusions are no longer a source. An infected mother can also pass it on to her baby during pregnancy, at birth or through breast milk.

23. There is now a vaccine that can prevent the spread of HIV.

FALSE: Although research is continuing, as yet no vaccine has been found to be effective in preventing the spread of HIV. Nor is there a cure for HIV/AIDS, although there are medications that are effective in treating the symptoms and slowing the course of the disease.

**Call the Health & Community Services office in your region for additional information.**

Score	
20 - 23	You're armed for informed decision making.
14 - 19	A little reinforcement wouldn't hurt.
8 - 13	You're in danger of not being able to protect yourself.
1 - 8	You could be in serious danger.

**GIVE THE GIFT TO:**

1. Someone who made you laugh.
2. Someone you know better now than at the beginning of the year.
3. Someone who reminds you of someone you like.
4. Someone who said something really interesting to you.
5. Someone who has something in common with you.
6. Someone you would like to know better.
7. Someone you are especially glad to see here.
8. Someone who said something you would find difficult to say.
9. Someone whose smile makes you feel good.
10. Someone who seems different from you and whom you admire.
11. Someone who made you feel comfortable in the class.
12. Someone who seems to be more involved in the class now than at the beginning of the course.

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*Relationships*

13. Someone who seems very compassionate.
14. Someone who seems to have good leadership qualities.
15. Someone who really hears you/who always listens.
16. Someone with whom you would like to spend more time.
17. Someone you think could be helpful to you.
18. Someone who said something that turned on a light for you.
19. Someone who has a rich imaginative life.
20. Someone who you could like to be with on a desert island.
21. Someone who is fun to be with.
22. Someone you would trust.
- 23.
- 24.

LAST: Open the Gift and Share It With the Group.

*Relationships***Personality Traits Analysis****Student's Name:** \_\_\_\_\_

The following personality traits analysis is designed to help the student learn more about his/her personality. Please rate the student on the following 20 traits using a scale of 1 to 10. (A score of 1 is the lowest/weakest. A score of 10 is the highest/strongest. If you feel the student should be given a score between a 7 and an 8, give that person a score of 7.5) Thank-you for your time and cooperation.

- |                    |       |                 |       |
|--------------------|-------|-----------------|-------|
| 1. Loyal           | _____ | 8. Cooperative  | _____ |
| 2. Trustworthy     | _____ | 9. Friendly     | _____ |
| 3. Aggressive      | _____ | 10. Tactful     | _____ |
| 4. Ambitious       | _____ | 11. Assertive   | _____ |
| 5. Easily agitated | _____ | 12. Stubborn    | _____ |
| 6. Caring          | _____ | 13. Confident   | _____ |
| 7. Humourous       | _____ | 14. Persevering | _____ |

Your relationship to the student: \_\_\_\_\_

Signature: \_\_\_\_\_ Person #: \_\_\_\_\_

**Personality Traits Analysis****Student's Name:**

The following personality traits analysis is designed to help the student learn more about his/her personality. Please rate the student on the following 20 traits using a scale of 1 to 10. (A score of 1 is the lowest/weakest. A score of 10 is the highest/strongest. If you feel the student should be given a score between a 7 and an 8, give that person a score of 7.5) Thank-you for your time and cooperation.

- |                    |       |                 |       |
|--------------------|-------|-----------------|-------|
| 1. Loyal           | _____ | 8. Cooperative  | _____ |
| 2. Trustworthy     | _____ | 9. Friendly     | _____ |
| 3. Aggressive      | _____ | 10. Tactful     | _____ |
| 4. Ambitious       | _____ | 11. Assertive   | _____ |
| 5. Easily agitated | _____ | 12. Stubborn    | _____ |
| 6. Caring          | _____ | 13. Confident   | _____ |
| 7. Humourous       | _____ | 14. Persevering | _____ |

Your relationship to the student: \_\_\_\_\_

Signature: \_\_\_\_\_ Person #: \_\_\_\_\_

## Relationships

## Personality Traits Analysis

Student's Name: \_\_\_\_\_

Date: \_\_\_\_\_

Personality Trait	Your Score	Person #1	Person #2	Person #3	Person #4	Average	✓ *
1. Loyal							
2. Trustworthy							
3. Aggressive							
4. Ambitious							
5. Easily agitated							
6. Caring							
7. Humorous							
8. Cooperative							
9. Friendly							
10. Tactful							
11. Assertive							
12. Stubborn							
13. Confident							
14. Persevering							

- Place a check mark (✓) in the box of the 5 personality traits with the **highest** scores.
- Place an asterisk (\*) in the box of the 5 personality traits with the **lowest** scores.

### On a separate sheet, respond to the following

1. List **at least one specific thing** that you can do to improve on **each of your 5 lowest scores**. For example, if *handling temper* happens to be one of the lowest scores, you might suggest trying a technique such as counting to ten slowly before saying or doing anything.
2. List at least one specific thing you can do to maintain each of your 5 highest scores.
3. Comment on your feelings about this activity and its results. For example: Were you surprised about any of the results? Was your score very different from the scores that other people gave? What surprised you? Did you view yourself the same as others view you? Were there any interesting reactions? Did you learn anything about yourself?

*Relationships*

# Parenting and Child Development

Possible Responses to Questions (Activity 1.1)

How Do I Feel? (Activity 1.4)

The Jigsaw Strategy (Activity 2.2)

Storybook Assessment (Activity 5.2)

Web Site Evaluation Form (Activity 5.11)

Observing Children at Play (Activity 8.1)

Suggestions for Cleaning the Infant Simulator



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*Parenting and Child Development*

**Activity 1.1** *Below are lists of possible responses to the questions posed.*

*Parenthood:*

*Why?*

Biological clock  
 Procreation  
 It is what is expected  
 To carry on family name  
 Feeling of fulfillment - self and relationship  
 Who will look after you when you are old?  
 Keeps you young  
 Someone to do the work  
 Someone to love  
 Fulfillment of one's dreams through someone else  
 To be part of your crowd or group  
 Extension of self/immortality  
 Has a lot to offer  
 You love children  
 Someone who will love me

*Whynot?*

Costs too much/can't afford children  
 Requires too much time  
 Doesn't fit with lifestyle  
 Fear of negative results: genetic influences, high risk health issues for mother,  
 Fear of failure as parent  
 Don't like children  
 Career interruption  
 Lack of supports  
 Child care concerns  
 The world today is not a good place for children  
 Don't want to contribute to overpopulation  
 Infertility (if this is identified, you can create another web at this point titled 'Options to infertility'. Ideas generated may include: adoption, artificial insemination, fertility drugs)

*What If?*

Unplanned pregnancy: Failure of birth control, no birth control  
 Entering a relationship where there are already children  
 Guardianship (may come about as a result of severe injury or death of parents)

**Activity 1.4** *How Do I Feel?*

Indicate how you feel about the following statements:

- People should only have children if they can afford them.
- Having a child is the major source of fulfillment for a woman.
- Children hold a marriage together.
- Having children is more important than a career.
- The best place to bring up children is in a small town or rural community.
- People should not get married if they don't want children.
- Having children means a loss of freedom
- "Only" children are spoiled.
- Some people should never be parents.
- Being a parent is the most important thing you can do.

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*Parenting and Child Development***Activity 2.2** *The Jigsaw Strategy*

The jigsaw is a cooperative small group strategy. It is a successful and organized way to use reconstituted groups for an activity. In this strategy, members rely on each other: They will work in home groups and in exploration or expert groups to complete an activity. Each member of the exploration or expert group works with that group to gather information, answer questions, learn skills, research issues, etc. which will be critical to the successful completion of the task(s) of the home groups. The following is an outline of how the strategy works:

1. The teacher organizes the class into small heterogeneous groups, using, for example, a numbering-off system: 1,2,3,4 for each group. There may be several groups of 4 resulting. Each group member is assigned a topic or sub-topic which is part of the subject to be studied.
2. Students move from their home groups to form exploration or expert groups to work collaboratively and learn about their topic or sub-topic or to complete an assigned task.. The 1s, form an exploration or expert group as do the 2s, the 3s, and the 4s . It is the responsibility of each of these groups to ensure that each of its members has the information or skill required before returning to the home group.
3. Students return to their home groups and take turns presenting what they have learned and complete the task outlined for their group.
4. Students can evaluate the process of working in groups. This can be an individual and/or group activity. Students and teacher may devise a checklist of criteria for evaluation. It may include preparation and organization, working together, staying on task, encouraging others, contributing ideas, listening to others and suggestions for improvement.

(Source: *Cooperation in the Classroom* by Johnson, Johnson and Holubec, 1991.)

**Suggestions for Cleaning the Infant Simulator (Baby)**

- **Dirt Stains:**
  1. Baby Think It Over® cleaning kit. (Does not remove ink stains)
  2. Rubbing alcohol
  3. Baby oil
  4. Baking soda paste
  
- **Ink Stains:** Cover the ink mark with an acne medication that contains 10% benzoyl peroxide and place in the sun behind glass. The time required to remove the marks will vary according to the heaviness of stain, but generally 2-4 hours is sufficient to fade a mark to almost nothing. The area should be cleaned again with mild detergent and wiped over with baby wipes just to remove the cream. (10% benzoyl peroxide can be purchased over the counter in such products as Clearasil®, Stridex® or Oxy®)
  
- Cover the entire area in vaseline. Avoid hair and lips as paint might come off. Sit the infant simulator in the sun for about a half an hour. In some cases this step might not be necessary. If you do this step, wipe the entire Baby with baby wipes to restore the baby smell.

**CAUTION:** Care needs to be taken when removing stains on or near painted areas of the face and hair.

Other cleansers you might want to try

- Baking soda paste or Soft Scrub.
- Green soft scrub pad—no bleach.
- Goo Gone®
- Orange Goop Hand Cleaner

Baby's skin stains easily. It soaks up inks and dyes. Things to keep from contact with Baby are

- Newsprint and other printed material.
- New, unwashed clothing - especially jeans, sweatshirts and fleece.
- Pens and markers.

**Activity 5.2****Storybook Assessment**

Choose a storybook that you would read to a young child. Using this book, answer the following questions.

1. Outline the plot of the story.
2. How many words are on each page? Does this detract from your reading to the child or add to it?
3. Describe the graphics/art work. (Vivid images, color, etc.)
4. What opportunities are there for the reader to interact with the child?
5. What aspects of the child's development are being addressed by using this storybook? (physical, cognitive, social, etc.) Describe.

**Activity 5.11****WEBSITE CRITIQUE**

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

Name of Site: \_\_\_\_\_

URL: \_\_\_\_\_

<b>CRITERIA</b>	<b>COMMENTS</b>
SCOPE	
CONTENT	
ORGANIZATION	
LINKS	
CURRENCY	
READABILITY	
AUTHORITY	

## **Baby Budgeting Worksheet**

*Use the following chart to calculate the cost of raising a baby for 1 year.*

Baby Care Item	0-3 m	4-6 m	7-9 m	10-12 m	TOTAL
<b>FEEDING</b>					
Breastfeeding	No cost				
Formula					
Bottles and other supplies					
Infant cereal	No cost	No cost			
Baby food	No cost	No cost			
Dish and spoons	No cost	No cost			
Bibs					
<b>BATHING</b>					
Baby shampoo					
Baby soap					
Towels and wash cloths					
Nail clippers					
Lotion					
Cotton swabs					
Brush/comb					
<b>CLOTHING</b>					
Diapers (cloth or disposable)					
Wipes					
Vaseline / diaper cream					
Undershirts					
Socks /tights					
Sleepers / pajamas					
Sweaters / jackets					
Pants					
Hat, mittens, booties					
Other					
Total Cost (for this page)					

## **Baby Budgeting Worksheet**

### **Other Equipment and Supplies**

Item	Number Required	Total Cost
<b>Baby bathtub</b>		
Bath support		
Bassinet or cradle		
Crib and mattress		
Crib sheets		
Other blankets		
Receiving blankets		
Highchair		
Playpen		
Car seat		
Stroller		
Baby chair/seat		
Baby swing		
Childproof locks and outlet covers		
Crib mobile		
Toys		
Laundry supplies		
Photography/film		
Transportation		
Other		
Total Cost (for this page)		
Final Cost (both pages combined)		

*Parenting and Child Development***Activity 8.1**

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

**Observing Children - at a Day Care**

Name of Day Care: \_\_\_\_\_

Code Name for Child: \_\_\_\_\_ Age: \_\_\_\_\_

(For confidentiality, don't use child's real name) Gender: \_\_\_\_\_



Date of observation: \_\_\_\_\_ Time: \_\_\_\_\_

**1. Social Characteristics**

- a) *Child: plays- Alone*
- With other child*
- In group*

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- b) *Personality Traits:*
- Self-confident*
- Competitive*
- Aggressive*
- Friendly*
- Cooperative*

**2. Emotional Characteristics**

- a) 1. *Emotions exhibited* \_\_\_\_\_
-

*Parenting and Child Development*

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2. *Courtesies exhibited* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. *Accepted by group?*            Yes  

    No  

\_\_\_\_\_

\_\_\_\_\_

b) 1. *Methods of guideline/control:* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. *Reaction to discipline:* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. *Reaction to kindness:* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**3. Physical Characteristics**

a) 1. *Gross Motor Activities (legs and arms):* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. *Fine Motor Activities (finger and hand coordination):* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





# Financing Your Dreams

Expense Sharing: The Tucker Household



## Expense Sharing: The Tucker Household

David and Kaitlyn Tucker both work and they have two teenage boys. They have come to an agreement of how they will share expenses. David says that since he earns a little more, he pays the mortgage. This makes them about equal in income. The Tuckers share household and living expenses in the following manner

### *David pays for*

- Mortgage payment
- Heat and light
- Half of car payment
- Most repairs on truck and car
- Some money for clothing
- Wood for winter
- Upkeep of machinery (e.g., Skidoo, snowblower, lawnmower, etc.)
- Gas for truck
- Half of savings contribution
- Golf

### *Kaitlyn pays for*

- Half of car payment
- Groceries
- Cable
- Telephone
- Majority of clothing
- Gas for car
- Half of savings contribution
- Arts and crafts classes

### *Equal contribution*

- They decide together on major purchases/vacations.
- Oil is delivered twice a year and they share this.
- They share insurance payments.
- If they need money from savings they inform each other what they used it for.
- They each give an allowance to the boys, alternating weeks. When the boys want extra money, they get it from whichever one of them has money at the time.
- Remainder of their personal income is theirs and each uses it as he or she chooses.



# **An Act Respecting Child, Youth and Family Services**

## **Section 15: Duty to Report**



## SNL1998 CHAPTER C-12.1

**CHILD, YOUTH AND FAMILY SERVICES ACT**  
**[Part VIII to be Proclaimed]**

Amended:

1999 c22 s7; 2000 c7; 2001 c42 s5

# CHAPTER C-12.1

**AN ACT RESPECTING CHILD, YOUTH AND  
FAMILY SERVICES**
*(Assented to December 15, 1998)***Excerpt:****Duty to Report**

15. (1) Where a person has information that a child is or may be in need of protective intervention, the person shall immediately report the matter to a director, social worker or a peace officer.

(2) Where a person makes a report under subsection (1), the person shall report all the information in his or her possession.

(3) Where a report is made to a peace officer under subsection (1), the peace officer shall, as soon as possible after receiving the report, inform a director or social worker.

(4) This section applies, notwithstanding the provisions of another Act, to a person referred to in subsection (5) who, in the course of his or her professional duties, has reasonable grounds to suspect that a child is or may be in need of protective intervention.

(5) Subsection (4) applies to every person who performs professional or official duties with respect to a child, including,

- (a) a health care professional;
- (b) a teacher, school principal, social worker, family counsellor, member of the clergy or religious leader, operator or employee of a child care service and a youth and recreation worker;
- (c) a peace officer; and
- (d) a solicitor.

(6) This section applies notwithstanding that the information is confidential or privileged, and an action does not lie against the informant unless the making of the report is done maliciously or without reasonable cause.

(7) A person shall not interfere with or harass a person who gives information under this section.

(8) A person who contravenes this section is guilty of an offence and is liable on summary conviction to a fine not exceeding \$10,000 or to imprisonment for a term not exceeding 6 months, or to both a fine and imprisonment.

(9) Notwithstanding section 7 of the *Provincial Offences Act*, an information or complaint under this section may be laid or made within 3 years from the day when the matter of the information or complaint arose.



# General

Guidelines for Designing and  
Managing Learning Centres

Article Report Form

Guest Speaker Report Form

Student Record of Assessment

Evaluating a Project Form

Student Assessment Notes



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*General*

## Guidelines for Designing and Managing Learning Centres

The teacher decides on the learning outcomes(s) and designs a centre, as with other learning activities, that moves students towards the demonstration of the outcome(s).

The teacher's primary role in the implementation of learning centres is that of coordinator and resource person.

### *The success of learning centres hinges on*

- preparing students to work in and manage the centres
- the up-front management of space and resources
- clear, concise, step-by-step directions accompanying each centre. For example, numbering and titling materials in each centre and placing replacement materials in a central, accessible place.

The time and effort devoted to up-front planning and attention to detail eliminates confusion, time loss, duplication of effort, frustration and stress.

### *Some key points to keep in mind*

- develop learning centres of 30 - 40 minutes duration for ease of administration
- write step-by-step directions for each task in the learning centre
- provide ample supplies of consumable materials for each centre
- number and title envelopes or folders for the completed work of each group of students
- have students work in pairs or groups of three
- assign duties to each person in the group including record work; replenish learning centre materials; keep track of time
- arrange centres in the classroom so that movement is limited and materials are easily accessed



## Guest Speaker Report Form

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

Speaker's Name/Title: \_\_\_\_\_

Speaker's Topic: \_\_\_\_\_ Date: \_\_\_\_\_

1. What were the speaker's main points?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Record TWO facts presented by the speaker that surprised you or caught your attention.

① \_\_\_\_\_

② \_\_\_\_\_

3. How can you relate or apply what was presented to this course?

\_\_\_\_\_  
\_\_\_\_\_

4. Was the speaker a good source of information? Explain.

\_\_\_\_\_  
\_\_\_\_\_

5. Was the information presented interesting and easy to understand? Explain.

\_\_\_\_\_  
\_\_\_\_\_

6. Summarize the information presented to you *in point form*.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Evaluating A Project

Date: \_\_\_\_\_

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

Room: \_\_\_\_\_

Course: \_\_\_\_\_

Topic/Project Overview: \_\_\_\_\_

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ORGANIZATIONAL & TECHNICAL FEATURES are evidenced by:	HIGH	LOW			COMMENTS	
	5	4				3
clear understanding of outcome(s) to be demonstrated	5	4	3	2	1	
adherence to timelines for project	5	4	3	2	1	
understanding of how the assignment would be assessed	5	4	3	2	1	
accurate and suitable grammar, sentence structure and vocabulary	5	4	3	2	1	
accurate and relevant information	5	4	3	2	1	
appropriate format	5	4	3	2	1	
other:	5	4	3	2	1	
other:	5	4	3	2	1	
<b>LEARNING is evidenced by:</b>						
formulated questions and answers to them	5	4	3	2	1	
references to personal experiences and/or prior learning	5	4	3	2	1	
planning and organization	5	4	3	2	1	

## Evaluating A Project (cont'd)

LEARNING is evidenced by:	HIGH 5 4 3 2 1	LOW 5 4 3 2 1	COMMENTS
interpretation	5 4 3 2 1	5 4 3 2 1	
inference	5 4 3 2 1	5 4 3 2 1	
analysis	5 4 3 2 1	5 4 3 2 1	
application	5 4 3 2 1	5 4 3 2 1	
synthesis	5 4 3 2 1	5 4 3 2 1	
hypothesis	5 4 3 2 1	5 4 3 2 1	
prediction	5 4 3 2 1	5 4 3 2 1	
evaluation	5 4 3 2 1	5 4 3 2 1	
other:	5 4 3 2 1	5 4 3 2 1	
other:	5 4 3 2 1	5 4 3 2 1	

### CONCLUDING REMARKS:

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*General***Student Assessment Notes**

An important role of the teacher is to design and keep track of student performance and a critical part of this is deciding beforehand what it is that is important to assess and track. Start with the Essential Graduation Learnings (EGLs) and the General Curriculum Outcomes (GCOs). In *Human Dynamics 2201*, the EGLs that stand in the foreground are: *Communication, Citizenship, Problem Solving, Personal Development, Technological Competence, and Spiritual and Moral Development.*

The general curriculum outcomes for family studies, which link back to these EGLs, are organized under three headings: *Knowledge and Understandings, Skills and Abilities, and Attitudes and Behaviours.* Under each of these headings, specific curriculum outcomes (SCOs) serve to provide direction for the course. Keeping the EGLs and the GCOs in mind, use the SCOs to design performance assessment activities and strategies. Keep it straightforward, keep it clear and continue to look back to the Specific Curriculum Outcomes for direction in deciding how to assess student performance.

**Tasks That Can Be Used for Assessment**

Begin by choosing a specific curriculum outcome. For example:

Family As Ecosystem

Outcome 1. *Demonstrate an understanding of the family as an ecosystem.*

Then ask the following questions

- A. How can students do this? In what tasks can students engage? What can they do to *demonstrate an understanding of the family as an ecosystem?*

Some possible tasks

- Analyze a scenario and describe or outline how events and interactions in the scenario affect the family.
- Compare and contrast an ecosystem in the plant and/or animal world with a human family.
- Describe how the class or the school operates as an ecosystem. Include an example of an incident that affected the ecosystem and the adjustments made as a result of the incident.

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*General*

B. To what degree will *an understanding of the family as an ecosystem be demonstrated?*

The range of possibilities from students include

- a thorough understanding,
- a complete and accurate understanding,
- an incomplete understanding,
- a misconception *of the family as an ecosystem.*

C. What products and/or processes could be used to demonstrate achievement of the outcome?

- descriptive or narrative essays
- charts and diagrams
- role plays

The student should be given some choice and decision-making capacity. The teacher and the student should understand what is expected and that what is expected is achievable and reasonable, as well as measurable.

### **Keeping Track of Performance**

It might be useful to create an individual record of the outcomes demonstrated, the means by which they were demonstrated, i.e., process or product and how well the student performed. A sample tool that can be used to keep a record of student assessment can be found in this appendix, p. 214.