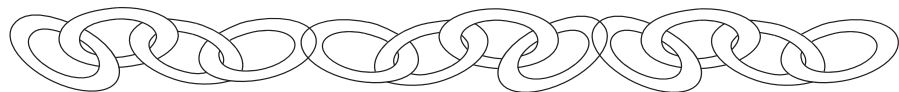




Linking Living to Learning: Rationale of Home Economics/ Industrial Arts Education

- **Active-Interactive Learning**
- **Balancing Work and Home Life**
- **Employability Skills, Essential Skills,
and Career Development Skills**

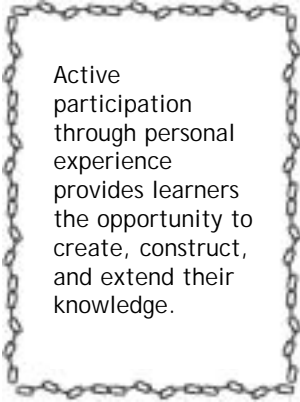


LINKING LIVING TO LEARNING: RATIONALE OF HOME ECONOMICS/ INDUSTRIAL ARTS EDUCATION

Active-Interactive Learning

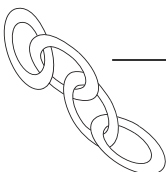
Canada's information society must have an educational system confident in its ability to meet the challenges of the 21st century. Our society is characterized by rapid social, economic, and technological change. It is increasingly critical to our nation's social and economic prosperity that Canadians be able to manage their own work and personal lives. Manitoba schools must provide relevant programs to help students of all ages take charge of their life/work destiny in a complex and changing world.

Curricula must provide a balance of knowledge and skills for our youth to become literate and numerate as well as provide a forum for intellectual growth. The acquisition of knowledge takes many forms and cannot be communicated through words alone. Research shows that as much as 80% of the classroom may be made up of students who don't learn auditorily (Sousa, 1998). Students learn in different modalities—kinaesthetic, auditory, visual, and tactile. Programs with learning activities that incorporate the modalities provide more opportunities for success for students (Tileston, 2000). Learning is an active-interactive process. Active participation through personal experience provides learners the opportunity to create, construct, and extend their knowledge.



Active participation through personal experience provides learners the opportunity to create, construct, and extend their knowledge.

Tileston explains that our curricula are worthless if we cannot convince students that they are learning useful life skills. Learning is more effective when it occurs in meaningful and relevant contexts. Home Economics/Industrial Arts provides the setting for youth to develop and to practise skills for daily living—skills that may not be taught outside of the school environment. Home Economics/Industrial Arts provides a unique contribution to education where students acquire many skills that benefit them throughout their work and home life. The more effective we are in our daily lives, the more effective society becomes as a whole.

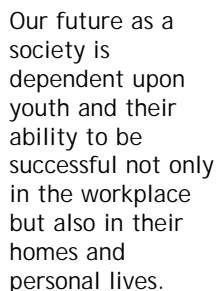


Balancing Work and Home Life

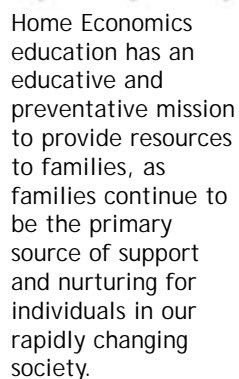
Our economy will continue to be driven by globalization, demographic shifts, and technological advances. These will create highly competitive, rapidly changing work environments for the next generation. The social, economic, and technological changes occurring in society affect work as well as personal and social relationships. Our future as a society is dependent upon youth and their ability to be successful not only in the workplace but also in their homes and personal lives.

Home Economics is not solely based on the nature and challenges of securing housing, acquiring appropriate clothing, caring for children, and food security. The curricula integrate the theories and practices of processes involved in daily living issues in the areas of human relationships, consumerism, food and nutrition, clothing and textiles, and housing and aesthetics. Today's Home Economics programming has moved away from teaching manual housekeeping and care-giving skills exclusively, and moved towards decision making, management skills, personal development, and a family development approach. Home Economics programming has an educative mission to provide resources to families, as families continue to be the primary source of support and nurturing for individuals in a rapidly changing society. Young people have the opportunity to explore issues and experience hands-on learning related to daily living.

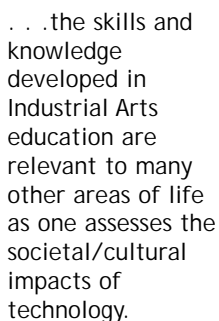
Industrial Arts education programming provides lifelong learning patterns for living/working effectively in a changing technological environment. Technology can be defined as "human innovation in action" (Technology for All Americans, 1996, 16). Participants in Industrial Arts programming work actively with technological tools, materials, and processes to transform real-life concepts and ideas into goods and services. Problems, ideas, and concepts are explored from the research/investigation stage to product development, and ultimately to the final testing and assessment/evaluation. Because of the changing nature of society and the workplace, the skills and knowledge developed in Industrial Arts education are relevant to many other areas of life as one assesses the societal/cultural impacts of technology.



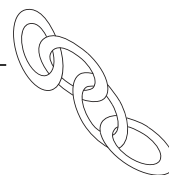
Our future as a society is dependent upon youth and their ability to be successful not only in the workplace but also in their homes and personal lives.

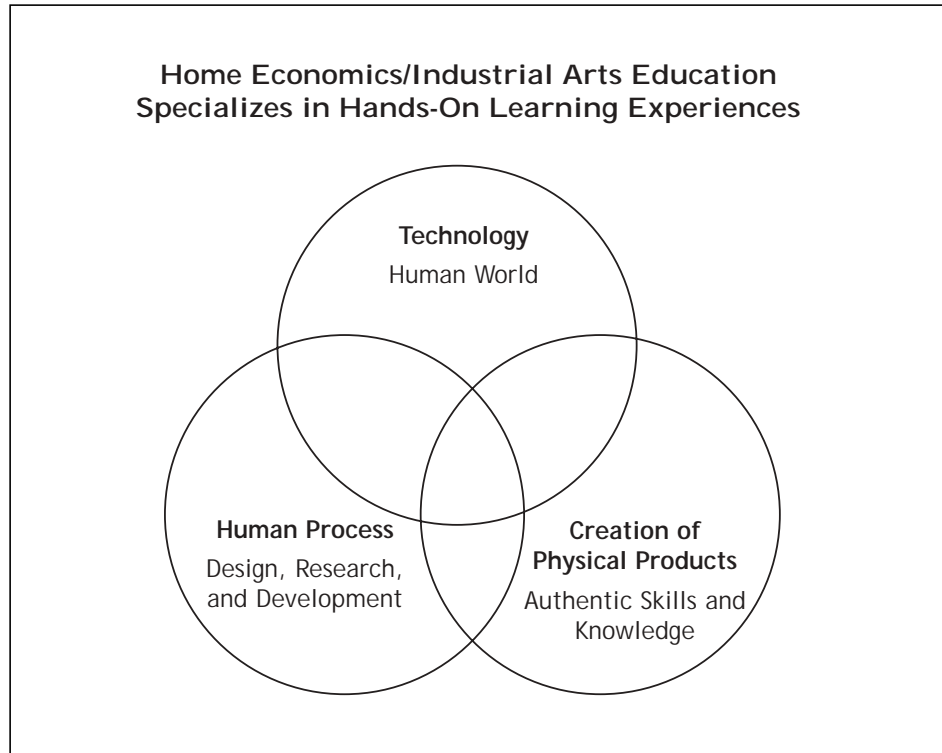


Home Economics education has an educative and preventative mission to provide resources to families, as families continue to be the primary source of support and nurturing for individuals in our rapidly changing society.



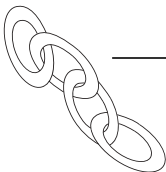
...the skills and knowledge developed in Industrial Arts education are relevant to many other areas of life as one assesses the societal/cultural impacts of technology.

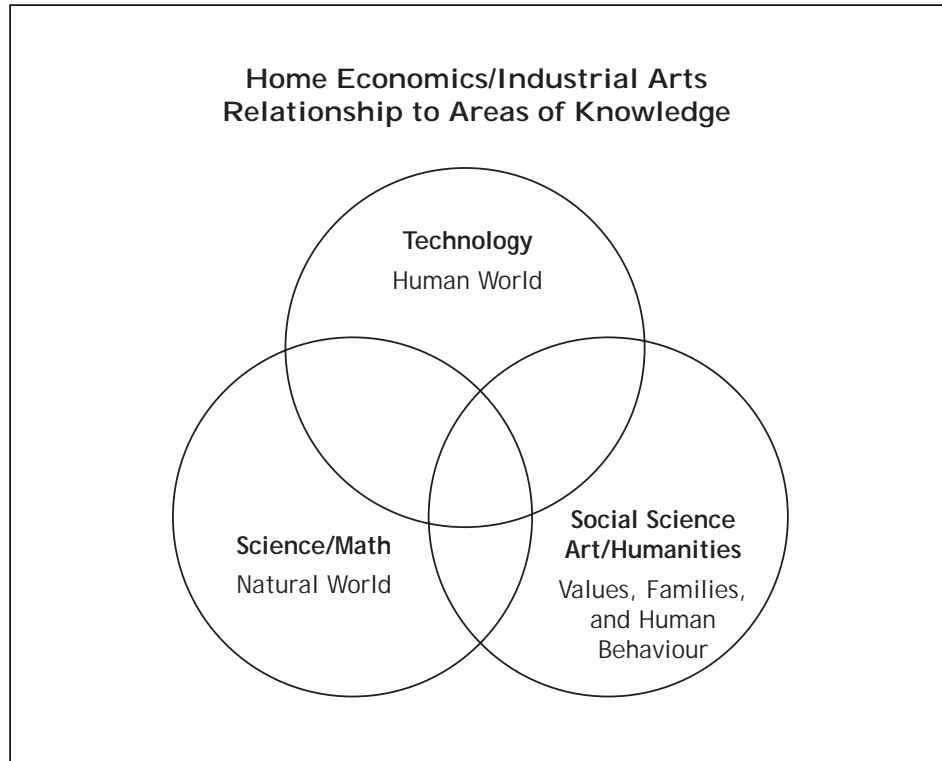




Home Economics/
Industrial Arts
courses integrate a
blend of knowledge
in the physical and
biological sciences,
social sciences,
and the arts and
humanities . . .

Home Economics/Industrial Arts programming builds on connections that already exist and help to create relevance to learning life skills. Home Economics/Industrial Arts courses integrate a blend of knowledge in the physical and biological sciences, social sciences, and the arts and humanities with participatory activities that incorporate the four modalities of learning (kinaesthetic, tactile, visual, and auditory). Males and females experience a new depth of understanding due to the integration of knowledge and skills in a practical setting. The integration of cross-curricular skills, knowledge, and resources is essential in the successful learning and development of the emerging adult.



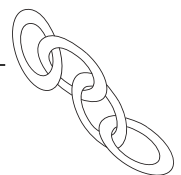


... challenging, stimulating, and fun activities that tantalize the thought process, raise the oxygen level in the brain, and cause people to want to be there.

Students are encouraged to strive for personal excellence that will enhance the quality of life for themselves and other individuals in their lives.

Education needs to be about developing powers of thinking. Home Economics/Industrial Arts provides students the opportunity to work independently and co-operatively with others through a process as they apply decision-making, problem-solving, and critical-thinking skills to problems and/or issues. Additional skills such as inferring, synthesizing, analyzing, and evaluating, as well as a complete range of communication skills including listening, speaking, representing, viewing, and of course reading and writing are part of Home Economics/Industrial Arts classrooms. These enriched learning environments offer challenging, stimulating, and fun activities that tantalize the thought process, raise the oxygen level in the brain, and cause people to want to be there.

Life is not a spectator sport; it is an exercise in active involvement, and education should reflect that active involvement (Tileston, 2000). Home Economics/Industrial Arts programming provides a variety of instructional strategies/methods for students to acquire knowledge with an emphasis on discovery, inquiry, and experiential opportunities. The curricula incorporate a variety of student activities including brainstorming, case studies, demonstrations,

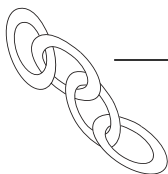
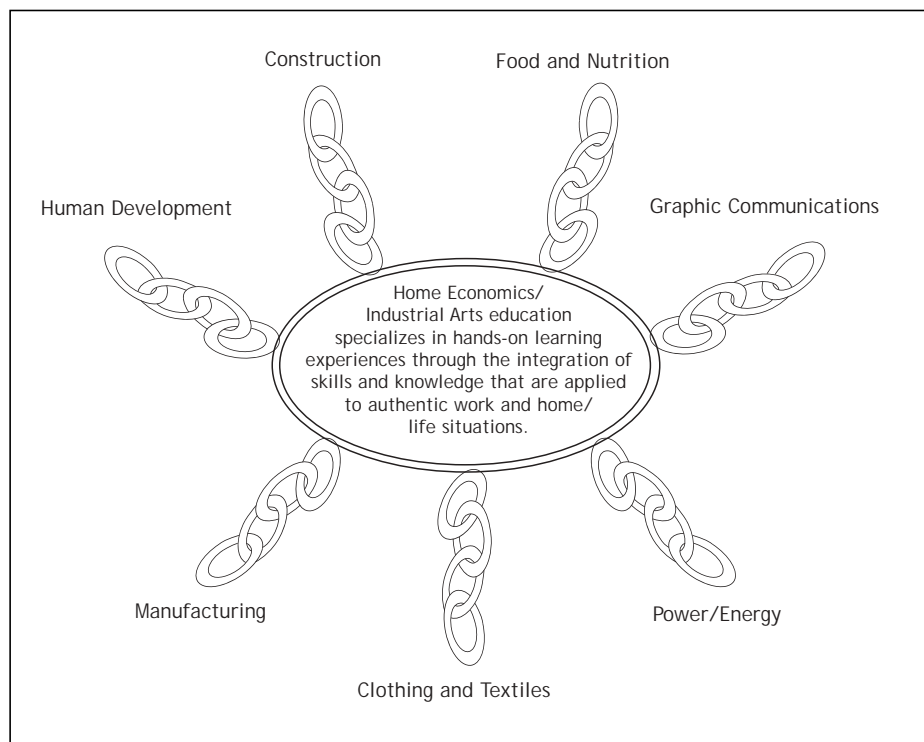


discussions, interviews, presentations, tutoring, role playing, simulation, and above all hands-on interactive activities. An emphasis on positive attitudes towards safe work habits for students themselves and the well-being of others is a priority in these classrooms. Students are encouraged to strive for personal excellence that will enhance the quality of life for themselves and other individuals in their lives.

Home Economics/Industrial Arts programs provide students the opportunity to attain knowledge, skills, values, attitudes, and behaviours for a smooth transition to adult roles in the family, community, world of work, and higher education.

The variety of programming in Home Economics/Industrial Arts plays a significant role in developing career awareness and a framework of skills that can be applied in a range of occupations to support society's needs in the workplace. Education is more than a key to a good job, it also contributes to a full, well-balanced life. *The Blueprint for Life/Work Designs* (2000) states that there are knowledge, skills, and attitudes that learners must attain in order to effectively manage their life/work-building processes. Home Economics/Industrial Arts programming provide students the opportunity to attain knowledge, skills, values, attitudes, and behaviours for a smooth transition to adult roles in the family, community, world of work, and higher education.

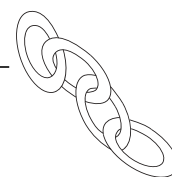
Employability Skills, Essential Skills, and Career Development Skills



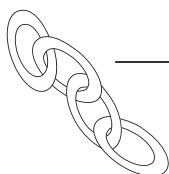
The new realities of today's workplaces and workers have changed our perception of the concept of career. Career development is complex and multi-dimensional, involving growing through life and work—an interweaving of learning, experiencing, living, working, changing, and identifying and discovering pathways (National Life/Work Centre, 2000). Both students and adults are confronted with the rapidly changing workplace. These changes include the redistribution of available jobs and alternative work formats (such as job sharing, part time, self-employment); a more rapid rate of technological and other changes that create the need for frequent life/work decisions; and increased requirements for workers to have interpersonal, problem-solving, thinking, learning, and creative skills (National Life/Work Centre, 2000).

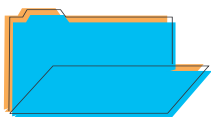
The skills and knowledge developed in Home Economics/Industrial Arts programs are useful to students not only in their personal lives, but also in securing and holding employment in business, industry, and the professions. The following chart summarizes the skills, attitudes, and behaviours for life, learning, and work that are supported by Home Economics/Industrial Arts education, The Conference Board of Canada (CBC), Human Resources Development Canada (HRDC) and The National Life/Work Centre.

Career development is about growing through life and work: about learning, experiencing, living, working, and changing; about creating and discovering pathways through one's life and work (National Life/Work Centre, 2000). Home Economics/Industrial Arts programming aspires to increase the resourcefulness of young people and help them to live satisfying lives.



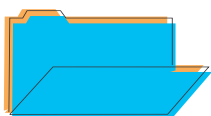
Employability Skills, Essential Skills, and Career Development Skills				
NLWC—The National Life/Work Centre; CBC—Conference Board of Canada; HRDC—Human Resources Development Canada				
Skills, Attitudes, and Behaviours for Life, Learning, and Work	Blueprint for Life/Work NLWC	Employability Skills CBC	Essential Skills HRDC	Home Economics and Industrial Arts Education
Reading Text	✓	✓	✓	✓
Document Use	✓	✓	✓	✓
Writing	✓	✓	✓	✓
Numeracy (Math)	✓	✓	✓	✓
Working with Others	✓	✓	✓	✓
Cooperative and Social Skills				✓
Conflict Resolution/Communication				✓
Continuous Learning	✓	✓	✓	✓
Oral Communication	✓	✓	✓	✓
Computer Use	✓	✓	✓	✓
Thinking Skills	✓	✓	✓	✓
Problem Solving	✓	✓	✓	✓
Decision Making	✓	✓	✓	✓
Job Task Planning	✓		✓	✓
Job Task Organization	✓		✓	✓
Significant Use of Memory			✓	✓
Finding Information	✓	✓	✓	✓
Analytical Skills				✓
Self-Esteem and Confidence	✓	✓		✓
Honesty, Integrity, and Personal Ethics		✓		✓
Initiative, Energy, Persistence to Get the Job Done	✓	✓		✓
Accountability for Actions Taken	✓	✓		✓
Positive Attitude Toward Change	✓	✓		✓
Recognition of and Respect for People's Diversity and Differences	✓	✓		✓
Ability to Identify and Suggest New Ideas to Get the Job Done — Creativity	✓	✓		✓
Ability to Set Goals and Priorities in Work (School) and Personal Life	✓	✓		✓
Ability to Plan and Manage Time, Money, and Other Resources to Achieve Goals	✓	✓		✓
Positive Attitude Toward Learning, Growth, and Personal Health	✓	✓		✓
Solve Technological Problems and Develop Technical Skills				✓
Creativity and Leisure Skills				✓
Research Skills	✓			✓
Scientific Skills				✓
Integration of Skills, Knowledge, and Resources from Other Disciplines				✓
Promote Safety				✓
Career Opportunities Available and Their Associated Lifestyle	✓			✓





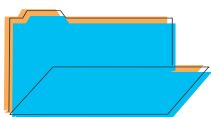
The National Life/Work Centre

The Blueprint for Life/Work Designs is part of a new and unprecedented partnership between a coalition of Canadian agencies lead by the National Life/Work Centre, Human Resources Development Canada, the Canadian Career Information Partnership, and the NOICC/SOICC network in the United States. This document grew out of this understanding of the need for a coherent conceptual framework for career development in Canada (National Life/Work Centre, *The Blueprint for Life/Work Designs*, 2000). *The Blueprint for Life/Work Designs* is available through the Manitoba Coordinator, Manitoba Education and Youth. The findings for the chart were analyzed from the competencies and indicators by level and learning stage found in Appendix A of *The Blueprint for Life/Work Designs*.



Conference Board of Canada

The Essential Skills and Employability Skills summaries in the chart on the previous page are taken from the *Make the Skills Connection Brochure*, <<http://www.conferenceboard.ca/nbec/research.htm>.> The Conference Board of Canada (CBC) is the premier independent applied research institute in the country. The CBC develops and exchanges knowledge about emerging economic and social trends, key public policy issues, and organization strategies and practices. The CBC Employability Skills profile checklist outlines the foundational skills, attitudes, behaviours, and knowledge that are essential to making and keeping oneself employable and progressing on a job.



Human Resources Development Canada

The mission of Human Resources Development Canada (HRDC) is to enable Canadians to participate fully in the workplace and the community. HRDC's Essential Skills Research project formulated the list of skills indicated in the chart. These skills are used in all occupations and in a broad range of daily activities. Interviews with more than 3,000 working people across Canada and the private sector were the resource base for this project. Skilled, knowledgeable, and resourceful individuals are essential for a strong nation and national economy.

