



# **Grade 12 Family Studies (40S)**

A Course for  
Independent Study



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# ***GRADE 12 FAMILY STUDIES (40S)***

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Independent Study*

**2005**

Manitoba Education, Citizenship and Youth

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## Introduction

### **Welcome to *Grade 12 Family Studies (40S): A Course for Independent Study!***

As a society, our future is dependent on youth and their ability to be successful not only in the workplace, but also in their homes and personal lives. Our economy will continue to be driven by globalization, demographic shifts, and technological advances. These will create a highly competitive, rapidly changing work environment for the next generation. The social, economic, and technological changes occurring in society impact work, personal, and social relationships. An understanding of anticipated changes can assist young people in making good personal decisions.

Home Economics is not solely based on the nature and challenges of securing food and housing, acquiring appropriate clothing, and caring for children. The curricula integrates the theories and practices of daily living issues in the areas of human relationships, consumerism, food and nutrition, clothing and textiles, and housing and aesthetics. Today's Home Economics programs have moved away from teaching manual housekeeping and care giving skills exclusively, and moved toward decision-making skills, management skills, personal development, and family development. Home Economics education has an educational mission to provide resources to families. Young people have the opportunity to explore issues in our changing society and experience hands-on learning related to daily living.

Family Studies courses provide skills and knowledge in the areas of parenting, money management, relationships, and the well-being of individuals/families. Students have the opportunity to increase their knowledge as to how individuals/families function in society during different stages of the life cycle. Throughout the human life cycle, people need to be cared for and to care for themselves and others. Nurturing

and care giving skills are utilized, along with knowledge of human growth and development, to anticipate changing personal and family needs. The Vanier Institute of the Family reports that the majority of Canadians rate their families as a more important part of their lives than career or religion (1994).

The labour force participation rates of men are declining while the labour force participation rates of women have increased rapidly during the past decades, and more than half of Canada's student population is now in the labour market (Vanier Institute of the Family, 1994). In the majority of two-parent families, both parents are employed in the labour force. In Canada, approximately 69% of married women with young children are employed outside of the home. Family structures are becoming increasingly fluid as families become smaller, more couples choose not to have children, and there are more one-parent families (Vanier Institute of the Family, 2000). Many young people growing up in small or single-child families today do not have experiences in caring for young children.

Balancing work and family responsibilities has become a major preoccupation for many people. Children and adolescents are assuming responsible roles within their own families at an early age. Students are faced with the changing make-up of their present family/families and are making decisions regarding their future roles and relationship patterns. Young Canadians are experiencing more strain in their relationships with their parent(s) and with each other (King and Coles, 1992) than previous generations. There is a need to have young people gain a better understanding of how to communicate with and relate to parents and peers, and techniques to manage stress.

The indicators above highlight the importance of Family Studies education, which provides students an opportunity to

- gain an understanding of present family experiences and improve their capacity as family members

- evaluate a variety of social circumstances such as declining incomes, alternate role arrangements, increasing globalization, and the aging population, and their influence on family well-being
- develop values and expectations that will assist them in establishing Canada's future families
- develop technical, communicative, and critical thinking skills that foster a productive work and family life

Home Economics is a field of study that specializes in the ways in which families can improve their quality of life. Family Studies courses offer a preventative, proactive, and practical approach to support families.

### **Goals of Grade 12 Family Studies**

The goals of this course are

- to help you understand yourself and your family situation
- to help you appreciate the variety and diversity among families today
- to make you more conscious of the personal decisions you must make throughout your life, and of the societal influences that affect those decisions

Many people re-examine their decisions about family throughout the course of their lives, continually reassessing and re-evaluating their relationships. The best way to make decisions about our personal lives is to be knowledgeable of the facts and statistics of family life issues. It helps to know something about all of the alternatives.

## Course Structure

This is a full-credit course that consists of six modules.

Module 1: Development

Module 2: Personal Development

Module 3: Relationships and Life Choices

Module 4: Parenthood

Module 5: Diversity in Families

Module 6: Aging

## Evaluation

The final mark is made up of

75%—six assignments (one at the end of each module)

25%—final examination

The following chart provides a breakdown of the assignments and research paper. You can use this chart to keep track of your progress in the course.

Module	Assignment	Mark Allocation	Mark Received
Module 1	Assignment 1: Case Study	8 marks	
Module 2	Assignment 2: Reflective Writing	12 marks	
Module 3	Assignment 3: Mid-term Research Paper	20 marks	
Module 4 and 5	Assignment 4: Case Studies	10 marks	
Module 5	Assignment 5: Analyze, Compare, and Contrast	10 marks	
Module 6	Assignment 6: Interview or Essay	15 marks	
Exam		25 marks	
	Total Marks	100 marks	%

At the end of this Introduction are six Cover Sheets (one for each mail-in assignment). Be sure to complete these cover sheets and mail them in with your course assignments, as outlined in the course. Consult the Mark Rubric on the back of each cover sheet so that you know how your tutor/marker will be marking the assignment.

**See the suggested timelines for handing in assignments. Do not hand in all assignments at the same time.**

**Important Note about the Final Exam (written under supervision)**

Before you reach the end of the course, you must arrange to write the final exam. (A reminder is provided at the end of Module 5.) Here is how you arrange to write the final exam:

- **If you are attending school**, ask your school's Independent Study Option (ISO) Coordinator to add your name to the ISO exam eligibility list. Do this at least three weeks prior to the next scheduled exam week.
- **If you are not attending school**, check the **Examination Request Form** for options available to you. The Examination/Proctor Request Form was mailed to you with this course. Fill in this form, and mail or fax it three weeks before you are ready to write the final exam. The address is:

ISO Registration

555 Main Street—Main Plaza

Winkler MB R6W 1C4

Fax: 204-325-1719

Phone: 1-800-465-9915

### **Your Tutor/Marker**

Your tutor/marker is available to answer any questions you may have and to offer suggestions when required. You should contact your tutor/marker whenever you have concerns or questions about the course material. In addition, you will mail your assignments to your tutor/marker for assessment, and he or she will mark them and return them to you. **You can reach your tutor/marker at the Distance Learning and Information Technologies Unit office (phone 1-800-465-9915).**

### **Potentially Sensitive Content**

Some of the content and issues pertaining to this course may be sensitive for some students and their parents/families and/or communities. This sensitivity may be based on family, religious, and/or cultural values.

While the home, peers, church, school, and community are primary sources of values, the media, including the Internet, movies, and videos provide a mixed and confusing array of values, beliefs, and choices for children, youth, and adults. The communication age has brought new challenges to parents, families, and communities as they help students deal with contentious issues locally and/or globally. As well, a number of significant trends concern parents and educators, including sexuality, reproduction, diversities in families, etc. It is important for the education field, parents, families, and communities to work together to ensure students have the knowledge and skills to make informed, responsible choices, now and in the future.

## Suggested Timelines for Assignment and Exam Completion

### Chart A: Semester 1

Here is a suggested timeline that you can follow if you have registered for this course in September and would like to complete it by January.

Module 1	Assignment 1: Case Study	September 15
Module 2	Assignment 2: Reflective Writing	September 29
Module 3	Assignment 3: Mid-term Research Paper	October 27
Module 4	Assignment 4: Case Studies	November 15
Module 5	Assignment 5: Analyze, Compare, and Contrast	November 15
Module 6	Assignment 6: Interview or Essay	December 1
	Final Exam	December 15

### Chart B: Semester 2

Here is a suggested timeline that you can follow if you have registered for this course in January and would like to complete it by June.

Module 1	Assignment 1: Case Study	February 15
Module 2	Assignment 2: Reflective Writing	February 28
Module 3	Assignment 3: Mid-term Research Paper	March 25
Module 4	Assignment 4: Case Studies	April 15
Module 5	Assignment 5: Analyze, Compare, and Contrast	April 15
Module 6	Assignment 6: Interview or Essay	May 1
	Final Exam	May 30

**Chart C: Full School Year (not semestered)**

Here is a suggested timeline that you can follow if you have registered for this course in September and would like to complete it by June.

Module 1	Assignment 1: Case Study	September 30
Module 2	Assignment 2: Reflective Writing	November 1
Module 3	Assignment 3: Mid-term Research Paper	January 15
Module 4	Assignment 4: Case Studies	March 20
Module 5	Assignment 5: Analyze, Compare, and Contrast	March 20
Module 6	Assignment 6: Interview or Essay	April 30
	Final Exam	May 30

Do not wait until the last minute to complete your work, since your tutor/marker may not be available to mark it. Remember, it might take over a week for your work to travel through the mail, so make sure that you leave enough time for that. It may also take a few weeks for your tutor/marker to mark everything and send the marks to your school.

## Lesson 1

### Human Needs and Development

There is a great deal of data and a number of theories in the study of human needs and development. Data are the results of numerous studies; they are the facts that are objectively demonstrated to be true. Theories are attempts to organize data to provide explanations about why certain events occur.

A theory is a set of interrelated statements about a phenomenon. Theories provide frameworks to help us make sense of data or facts. Theories allow us to go beyond isolated observations and to come up with general statements about behaviour. A good theory guides future research by providing a rich source of potential explanations for an occurrence that can be tested.

Different theoretical philosophers have seen humans in a variety of ways and their ideas about human nature have given rise to different explanations or theories of human behaviour.

***“One of the oldest human needs is having someone to wonder where you are when you don’t come home at night.”***

*—Margaret Mead*

#### Principles of Human Needs

Basic needs are divided into physical needs and psychological needs. Physical needs include the satisfaction of hunger and thirst, shelter from the elements, rest when tired, exercise or activity when rested, and satisfaction of sexual drives when sexually mature. These needs must be satisfied if one is to live.

Psychological needs come from the requirements for love, esteem/sense of worth, recognition, status, new experience, and approval. Psychological needs are often the products of society, the culture, the environment, and the reward and punishment system of one's home and community. Psychological needs vary more widely from person to person than do physical needs.

Physical and psychological needs are basic in a person's total make-up, but the expression and satisfaction of these needs may create complicated patterns of behaviour.

In order to better understand human behaviour, it is helpful to know some of the basic principles involved in a person's underlying behaviour. As we come to understand how and why we act as we do, we are better able to understand ourselves and others, and thus accept one another with sensitivity and affection. Here is a list, in summary form, of some of the principles of behaviour that are characteristic of all individuals.

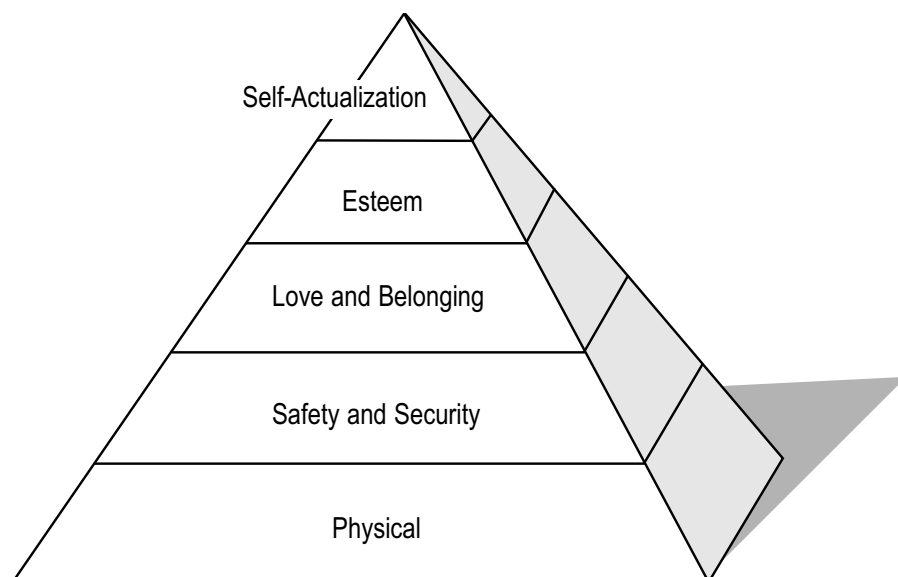
1. All human behaviour is motivated by needs. We behave in order to adjust to these needs or to remove or satisfy them.
2. Rarely are these needs easily satisfied or thoroughly acceptable to us. Rather, they are frustrated by conditions in our environment or in our minds that block their satisfaction. In other words, conflict is inevitable.
3. When conflicts occur, the behaviour that involves the least resistance from any source, whether personal, family, friends, or society, is often selected. This selection is made whether it is appropriate for our overall long-term development or not.
4. The way we see our needs or motives, and the situations that satisfy or fail to satisfy them, are related to parts of our total experience, past and present.
5. Behaviour will vary depending on the strength and intensity of our needs, the nature of our goals, and the availability of socially approved outlets for satisfying our needs.

6. Behaviour patterns in satisfying our basic needs are culturally determined, socially directed, and goal-oriented.
7. Behaviour is directed by intelligence, emotion, and age, plus learned responses and conditioning.

### **Maslow's Hierarchy of Human Needs**

The first theory to be examined is that of Abraham Harold Maslow, a humanist who believed that people had the ability to take charge of their lives and encourage their development. Maslow emphasized that an individual can do this in healthy, positive ways through choice, creativity, evaluation, and self-realization. His theory stems from a belief that basic human nature is either neutral or good, and that any bad characteristics are the result of damage that has been inflicted on the developing self.

By studying the lives of many successful and mentally healthy adults, Maslow formulated a theory about basic and advanced human needs. He felt that basic needs had to be met before a healthy, self-actualizing individual could develop. Maslow designed a pyramid of needs called a "Hierarchy of Human Needs." The hierarchy attempts to explain the needs that motivate human behaviour.



**Physiological:** the need for air, food, drink, and rest, to achieve balance with the body

**Safety:** the need for security, stability, and freedom from fear, anxiety, and chaos, achieved with the help of a structure made up of laws and limits

**Belongingness and Love:** the need for affection and intimacy, to be provided by family, friends, and an intimate partner

**Esteem:** the need for self-respect and the respect of others

**Self-actualization:** the need for feeling that we are doing what we are individually suited for and capable of, to be “true to one’s own nature.” No one ever becomes completely self-actualized but people who develop in healthy ways are always moving forward to more self-fulfilling levels.

Lower-order needs (at the bottom of the pyramid) must be satisfied, at least to some extent, before the higher-level needs become urgent. In addition, lower or more basic needs do not disappear as higher needs require satisfaction. Instead, they continue to require fulfillment. Therefore, a person may be operating at any or all need levels at any one time.

Movement on Maslow’s hierarchy is not always upward. Sometimes people stay at one stage and work to enhance it. For example, in stage one, a person might have the basic food need satisfied but may desire more exotic food, or might have a house for shelter but may desire a swimming pool. In stage two, a person might have basic safety needs met but may require more insurance because he or she has more property. In stage three, a person might have the basic love needs met but may want to explore greater love satisfaction or strengthen his or her sense of belonging.

## Human Development

Developmentalists have learned that the first 12 years of life set the stage for adolescence and adulthood, although the path of developmental change continues through middle age and beyond. Human development is a continual and cumulative process. Change occurs at each major phase of life and has implications for the future. The following chart provides an overview of the lifespan, according to developmentalists.

Period of Life	Approximate Age Range
Prenatal period	conception to birth
Infant and toddler	first two years of life
Preschool	2 to 6 years of age
Middle years	6 to 12 or so years of age (until the onset of puberty)
Adolescence	12 to 20 years of age (adolescence is defined as the point at which the individual begins to work and is reasonably independent of parental influences)
Young adulthood	20 to 40 years of age
Middle age	40 to 65 years of age
Old age	65 years of age or older

For more information on the stages of the family and the adult and family life cycle, see Module 5.

***“Human nature is not a set condition but an evolving process.”***

—Anonymous

## Influences on Growth and Development

Developmentalists have determined that both heredity and environment contribute to development by combining and interacting to promote developmental change.

Developmental changes that occur due to heredity do so according to a predetermined plan or pattern through the process of maturity. Heredity encompasses genetic make-up—genes can influence an individual's being because genes can limit or restrict development. Development is grounded in the notion that heredity or biological/genetic forces influence the nature and direct the course of developmental change.

Charles Darwin, Arnold Gesell, Stanley Hall, and Jean-Jacques Rousseau are developmentalists who have debated and supported the issues of developmental change according to heredity.

Developmental changes that occur due to the influences of environment or the process of nurturing demonstrate that changes occur from learning and training experiences. In other words, an individual becomes the person that he or she is through different experiences that he or she encounters throughout life. Development is directed by factors that are external to the individual.

The principles of understanding nurturing and its effects on development were developed by behaviourism. Behaviourism explains child development as the cumulative effects of learning responses. This means that children's behaviour changes as they learn new responses as a result of experiences in new and different environments.

The leading figures in the history of behaviourism include Ivan Pavlov, J.V. Watson, and B.F. Skinner. These investigators established a series of basic principles that explain how behaviour is learned. They demonstrated that situations in the environment can affect and change individual behaviour, and possibly influence development.

According to behaviourists, the mechanisms of learning hold for children of all ages. Behaviourists believe there is a continuity or gradual change in development, instead of a series of major shifts. Behavioural scientists believe that what we call development is simply the responses we learn. Because we never stop learning and there is no limit to what we learn, the research of behavioural psychologists continues. Behaviourists do not offer a theory of child development; their laws of learning apply equally well to people of all ages.

Researchers have not been able to prove that either heredity or environmental factors acting alone determine the course of developmental change. Developmentalists recognize that heredity and environment work together to influence developmental change.

To conclude, development is influenced by:

- the multiple routes along which an individual may develop
- heredity (nature) and environment (nurture), which combine to determine the routes in one's development
- genes or environment, which may limit the extent to which other factors can influence development

The study of human development is a holistic process that combines three aspects of development:

1. physical growth and development, including bodily changes and motor skill development
2. cognitive development, including perception, language, learning, and thinking
3. psycho-social development, including emotions, personality, and the growth of interpersonal relationships through moral development

The remaining lessons in this module will focus on various aspects of development including physical development, cognitive development, and social development.

**Notes**



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***GRADE 12***  
***FAMILY STUDIES***

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## Notes







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