SENIOR YEARS FAMILY STUDIES

Manitoba Curriculum Framework of Outcomes

2004

Manitoba Education, Citizenship and Youth
Acknowledgements

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Introduction

The Senior Years Family Studies: Manitoba Curriculum Framework of Outcomes is intended to reshape and restructure Family Studies education for Senior 1 to Senior 4 in Manitoba. The following process was used in the reshaping of the curricula:

- Six General Learning Outcomes (GLOs) were developed (see page 2.3). These outcomes are a common thread in Senior 1 to Senior 4.
- Concepts were selected for the six General Learning Outcomes throughout Senior 1 to Senior 4 (see pages 2.4 to 2.5).
- Specific Learning Outcomes were developed from the concepts (see pages 3.1 to 3.26).


Rationale of Home Economics Education: Family Studies

Our economy will continue to be driven by globalization, demographic shifts, and technological advances. These changes will create a highly competitive, rapidly changing work environment for the next generation. The social, economic, and technological changes occurring in society have an impact on 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 curricula integrate the theories and practices of processes involved in daily living in the areas of human relationships, consumerism, food and nutrition, clothing and textiles, housing, and aesthetics. Today's Home Economics programs have moved away from teaching manual housekeeping and caregiving skills exclusively, and moved toward a decision-making, management, personal development, and family systems development approach.

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 caregiving skills are utilized along with knowledge of human growth and development to anticipate changing personal and family needs.

Balancing work and family responsibilities has become a major preoccupation for many people. Children and adolescents are assuming responsible roles within their families at an early age. Students are faced with the changing makeup of their present family/families, and are making decisions about establishing their own future. Young people need to gain a better understanding of how to communicate with, and relate to parents and peers, and of techniques to manage stress in today's rapidly changing world.
Vision of Family Studies Education

Family Studies education provides students with an opportunity to
• gain an understanding of present family experience and improve their capability as family members
• evaluate a variety of social circumstances such as alternate role arrangements, demographic shifts, and changing work environments 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

Goals

Family Studies courses offer a preventative, proactive, and practical approach to support families. Young people have the opportunity to explore issues and experience hands-on learning related to daily living. 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 more knowledgeable of family life issues. It helps to know something about all of the alternatives.

This framework was developed to support the following goals:
• understand oneself and one's family
• appreciate the variety and diversity of families today
• acquire knowledge and skills through practice and experiential learning that are integrated into authentic work and home life situations
• gain the ability to make wise decisions throughout life and recognize the societal influences that affect those decisions
• appreciate various ethnic and cultural lifestyles
Beliefs about Learning, Teaching, and Assessing

Students learn most effectively when their studies are rooted in concrete learning experiences, related to a particular context or situation, and applied to their world where appropriate. Ideas and understandings that students develop should be progressively extended and reconstructed as students grow in their experiences and their ability to conceptualize. Learning involves the process of linking newly constructed understandings with prior knowledge and adding new contexts and experiences to current understandings.

To achieve the vision of Family Studies education, students must become increasingly engaged in the planning, development, and evaluation of their own learning experiences. They should have the opportunity to work co-operatively with other students, to initiate investigations, to communicate their findings, and to complete projects that demonstrate their learning.

To assist teachers in planning for instruction, assessment, evaluation, and reporting, Manitoba Education, Citizenship and Youth recommends that at the beginning of a block of instruction, teachers and students identify expected student learning outcomes and establish performance criteria. It is important that these criteria correspond with the student learning outcomes. This communication between students and teachers helps to identify clearly what needs to be accomplished, thereby assisting the learning process.

When students are aware of expected outcomes, they will be more focused on the learning and more likely to assess their own progress. Furthermore, they can participate in creating appropriate assessment and evaluation criteria. Assessment methods must be valid, reliable, and fair to students.

“Not art, not books, but life itself is the true basis of...education.”

—Johann Heinrich Pestalozzi
Family Studies: An Interdisciplinary Approach

Family Studies is an interdisciplinary subject area that integrates social and physical sciences in the study of topics arising from daily life. Social science and humanities courses study human beings and their world. Students explore themselves, their families, and their communities and society as they seek to find meaning in the world around them.

Family Studies courses give students essential knowledge and transferable skills that are applicable in their personal lives, post-secondary studies, and in the world of work.

1. Integrated Knowledge Development

Family Studies integrates 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 (kinesthetic, tactile, visual, and auditory). Students build on previous learning, integrate related knowledge, and apply learning skills across subject areas. They 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 for successful learning.

2. Integrated Skill Development

Students are encouraged to strive for personal excellence that will enhance the quality of life for themselves and other individuals in their lives. They are given the opportunity to work independently and co-operatively with others as they apply decision-making, problem-solving, and critical thinking skills. Additional skills such as inferring, synthesizing, analyzing, and evaluating, as well as a complete range of communication skills, are part of Family Studies classrooms. Family Studies incorporates a variety of student activities including brainstorming, case studies, demonstrations, discussions, interviews, presentations, tutoring, role playing, simulation and, above all, hands-on interactive activities. These enriched learning environments offer challenging and stimulating activities that tantalize the thought process, raise the oxygen level in the brain, and cause people to want to be there.
Credit Allocation

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>Grade</th>
<th>Credit Value</th>
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<td>1118</td>
<td>Family Studies 40S *</td>
<td>1 credit</td>
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</tbody>
</table>

* There are no prerequisites for the courses listed above.

0.5 credit courses in Family Studies must include a selection of Specific Learning Outcomes from the six General Learning Outcomes to reflect the balance that characterizes the full course.

Family Studies courses provide opportunities for students to gain hands-on experience through practicum programs.
Potentially Sensitive Content

Some of the content and issues pertaining to the student learning outcomes 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 provide a mixed and confusing array of values, beliefs, and choices for children, youth, and adults. The communication age has brought new challenges to schools, parents, families, and communities as they help students to deal with contentious issues locally and/or globally. As well, a number of significant trends concern parents and educators, including teenage sexual activity, teen pregnancy, use and abuse of substances, etc. It is important for schools, parents, families, and communities to work together to ensure students have the knowledge and skills to make informed, responsible choices, now and for the future.

For student learning outcomes related to potentially sensitive issues, schools should seek parental involvement and provide a parental option prior to implementation. There also are student learning outcomes in this framework that are not considered sensitive but should be treated with sensitivity. These specific learning outcomes relate to topics such as loss and grief, and diversity related to individuals, families, and cultures.

Teachers are required to follow guidelines as developed through their school division/district planning process on the content that requires sensitive treatment.

“Education should be a lifelong process, the formal period serving as a foundation on which life’s structures may rest and rise.”

—Robert H. Jackson
Senior Years
Learning Outcomes
General Learning Outcomes

GLO 1. Family Relationships
To examine and analyze the importance of developing effective family relationships in society.

GLO 2. Human Development
To investigate various theories of development in order to apply appropriate nurturing techniques that enhance human development.

GLO 3. Caregiving through the Life Cycle
To distinguish among present and future factors that will affect the needs and wants of individuals and families.

GLO 4. Individual Relationships and Communication
To explore and apply communication, decision-making, and conflict resolution skills to various situations and relationships.

GLO 5. Personal Decisions and Community Connections
To examine various characteristics of personal development that enable a healthy adult lifestyle that contributes to the community and society.

GLO 6. Diversity in Society
To identify and discuss cultures and lifestyles in various situations.
# Scope and Sequence Chart

<table>
<thead>
<tr>
<th>GLO 1. Family Relationships</th>
<th>Senior 1</th>
<th>Senior 2</th>
<th>Senior 3</th>
<th>Senior 4</th>
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<tr>
<td><strong>Topics</strong></td>
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<td>1.1 History of the Family</td>
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<td>Family Planning and Parenting</td>
<td>Parenting</td>
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<td>1.3 Family Life Cycle</td>
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<td>1.4 Adult Life Cycle</td>
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<td>1.5 Preparing for Parenthood</td>
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<td>1.6 Parenting</td>
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<th>Senior 4</th>
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<tr>
<td><strong>Topics</strong></td>
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<td>2.1 Growth</td>
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<td>2.2 Development</td>
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<td>2.3 Reproduction</td>
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<td>2.4 Contraceptive Options</td>
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<td>2.5 Prenatal Development</td>
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<th>Senior 4</th>
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<td>3.4 Changing Needs</td>
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<td>3.5 Death and Dying</td>
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### GLO 4. Individual Relationships and Communication

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<td>Play and</td>
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<td>Routines</td>
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<td>Stress and</td>
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<td>Lifestyle</td>
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### GLO 5. Personal Decisions and Community Connections

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<th>Topics</th>
<th>Senior 1</th>
<th>Senior 2</th>
<th>Senior 3</th>
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<td>Career Development</td>
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<td>Work and Family Life</td>
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<td>Resource Management</td>
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### GLO 6. Diversity in Society

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<tr>
<th>Topics</th>
<th>Senior 1</th>
<th>Senior 2</th>
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<th>Senior 4</th>
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<tbody>
<tr>
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<td>Tolerance</td>
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<td>Influences on Development</td>
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<td>Special Needs</td>
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<td>Relationship Trends</td>
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</table>
What Are Learning Outcomes?

Learning outcomes are statements that indicate what learners will know or be able to do as a result of a learning activity. Learning outcomes are usually expressed as knowledge, skills, or attitudes.

Learning outcomes provide direction in the planning of a learning activity. They help to
- focus on the learner’s behaviour/action
- serve as guidelines for content, instruction, and assessment
- identify specifically what should be learned
- convey to learners exactly what is to be accomplished

Why Learning Outcomes?

Learning outcomes are important for the following reasons:
- to enable students to learn effectively
- to enable teachers to design their materials more effectively
- to enable teachers to select the teaching strategy for the intended learning outcome
- to enable teachers to select appropriate assessment strategies

What Are General Learning Outcomes (GLOs)?

GLOs identify the broad categories of knowledge, skills, and attitudes that students are expected to know and be able to do in a subject area or course.

What Are Specific Learning Outcomes (SLOs)?

SLOs identify the knowledge, skills, and attitudes that contribute to a GLO.

What Are the Characteristics of Good Learning Outcomes?

Learning outcomes have three distinguishing characteristics. The specific action by the learner must be
- observable
- measurable
- obtainable

The SLOs help teachers focus on particular aspects of knowledge and skills as they plan learning activities for their students.

Many of the SLOs are accompanied by examples. These examples are meant to illustrate the specific area and depth of learning for students. They are intended as a guide for teachers rather than as an exhaustive or mandatory list.
A Guide to Reading Learning Outcome Numbering

Scope and Sequence Chart

<table>
<thead>
<tr>
<th>GLO 1. Family Relationships</th>
<th>Senior 1</th>
<th>Senior 2</th>
<th>Senior 3</th>
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<tbody>
<tr>
<td>Topics 1.1 History of the Family</td>
<td>Family Life Cycle</td>
<td>Family Planning and Parenting</td>
<td>Parenting</td>
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<tr>
<td>1.2 Family Functions and Forms</td>
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<tr>
<td>1.3 Family Life Cycle</td>
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<td>1.4 Adult Life Cycle</td>
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<tr>
<td>1.5 Preparing for Parenthood</td>
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<td>1.6 Parenting</td>
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<th>GLO 2. Human Development</th>
<th>Senior 1</th>
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<th>Senior 3</th>
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<tr>
<td>Topics 2.1 Growth</td>
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Senior 1 Specific Learning Outcomes

It is expected that the student will:

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<tbody>
<tr>
<td>Family Life Cycle</td>
<td>Adolescent Development</td>
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</tbody>
</table>

1.2 Family Functions and Forms
S1 1.2.1 define, describe, and analyze the functions families play in society
S1 1.2.2 identify responsibilities of family members to each other and to the family unit
S1 1.2.3 identify and describe varieties of family forms, e.g., nuclear, extended, single parent, blended, teen parenting, single—never married, divorce, common law, widowhood, separation, refilled nest.

2.1 Growth
S1 2.1.1 identify and describe the stages of physiological growth and development in adolescents and how each stage can be nurtured
S1 2.1.2 distinguish between puberty and adolescence

3.1 Human Needs
S1 3.1.1 describe needs and how families
S1 3.1.2 examine meeting the basic needs of family members
S1 3.1.3 identify that influence how siblings, grandparents...
Senior Years
Specific Learning Outcomes
Senior 1
Specific Learning Outcomes
## Senior 1 Specific Learning Outcomes

It is expected that the student will:

| GLO 1. Family Relationships  
*Family Life Cycle* | GLO 2. Human Development  
*Adolescent Development* | GLO 3. Caregiving through the Life Cycle  
*Self and Basic Needs* |
|---|---|---|
| **1.2 Family Functions and Forms**  
S1 1.2.1 define, describe, and analyze the functions families play in society  
S1 1.2.2 identify responsibilities of family members to each other and to the family unit  
S1 1.2.3 identify and describe varieties of family forms, e.g., nuclear, extended, single parent, blended, teen parenting, single—never married, divorce, common law, widowhood, separation, refilled nest, sandwich generation  
S1 1.2.4 compare and contrast the strengths and challenges of different family forms  
S1 1.2.5 examine the role of adolescents in families in past and present societies | **2.1 Growth**  
S1 2.1.1 identify and describe the stages of physiological growth and development in adolescents and how each stage can be nurtured  
S1 2.1.2 distinguish between puberty and adolescence | **3.1 Human Needs**  
S1 3.1.1 describe Maslow’s theory of human needs and how it applies to individuals and families  
S1 3.1.2 examine the role of family in meeting the basic needs of individual family members  
S1 3.1.3 identify and discuss external factors that influence human needs, e.g., parents, siblings, grandparents, friends, teachers, media  
S1 3.1.4 examine the factors that influence how teenagers meet their needs and wants |
| **2.2 Development**  
S1 2.2.1 identify and describe the physical, intellectual, emotional, moral, and social theories of development during adolescence, e.g., Piaget, Erikson, Maslow, Kohlberg  
S1 2.2.2 analyze influences that have an impact on growth and development during adolescence, e.g., heredity and environment |
<table>
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<tbody>
<tr>
<td><em>Family Life Cycle</em></td>
<td><em>Adolescent Development</em></td>
<td><em>Self and Basic Needs</em></td>
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<tr>
<td><strong>2.3 Reproduction</strong></td>
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</tr>
<tr>
<td>S1 2.3.1 describe the male and female reproductive systems and the process by which fertilization takes place</td>
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<tr>
<td>S1 2.3.2 evaluate the role of abstinence in relationships, e.g., mental health, pregnancy prevention, physical health—STIs, emotional health</td>
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<tr>
<td><strong>2.4 Contraceptive Options</strong></td>
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</tr>
<tr>
<td>S1 2.4.1 differentiate between various contraceptive options, e.g., abstinence, male condom, male condom plus spermicide, female condom, birth control pill, no vaginal intercourse, diaphragm and jelly, cervical cap, spermicides, IUCD, sponge, Depo-Provera, Norplant, vasectomy, tubal ligation, rhythm method</td>
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</tr>
<tr>
<td><em>Friendship</em></td>
<td><em>Personal Development</em></td>
<td><em>Personal Differences</em></td>
</tr>
<tr>
<td><strong>4.1 Communication</strong></td>
<td><strong>5.1 Character Development</strong></td>
<td><strong>6.1 Community</strong></td>
</tr>
<tr>
<td>S1 4.1.1 identify, analyze, and demonstrate</td>
<td>S1 5.1.1 discuss factors that influence self-</td>
<td>S1 6.1.1 discuss cultural</td>
</tr>
<tr>
<td>effective communication skills to create</td>
<td>concept</td>
<td>components of near</td>
</tr>
<tr>
<td>healthy relationships, e.g., sending a clear</td>
<td>S1 5.1.2 define personality and personality</td>
<td>environment, e.g., church,</td>
</tr>
<tr>
<td>message, effective listening, barriers to</td>
<td>traits</td>
<td>community club, school</td>
</tr>
<tr>
<td>communication, negotiation, decision making</td>
<td>S1 5.1.3 identify behaviours that promote</td>
<td>S1 6.1.2 explain how</td>
</tr>
<tr>
<td>S1 4.1.2 identify and provide examples of</td>
<td>health and wellness</td>
<td>individuals can influence</td>
</tr>
<tr>
<td>verbal, non-verbal, and symbolic</td>
<td>S1 5.1.4 define, classify, and determine</td>
<td>their community</td>
</tr>
<tr>
<td>communication</td>
<td>personal values and goals</td>
<td>S1 6.1.3 discuss</td>
</tr>
<tr>
<td>S1 4.1.3 identify and discuss harmful</td>
<td>S1 5.1.5 examine how decisions affect one’s</td>
<td>relationship of adults</td>
</tr>
<tr>
<td>communication patterns (e.g., bullying, verbal</td>
<td>well-being</td>
<td>and youth in the</td>
</tr>
<tr>
<td>abuse, harassment) and recommend methods</td>
<td>S1 5.1.6 identify different family values,</td>
<td>community</td>
</tr>
<tr>
<td>of improving communication</td>
<td>activities, and customs/traditions in a variety</td>
<td></td>
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<tr>
<td></td>
<td>of cultures, e.g., Christmas, Baptisms, Sage</td>
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<tr>
<td></td>
<td>Picking, Weddings, Ramadan, Bar/Bat Mitzvahs</td>
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<td></td>
<td>S1 5.1.7 define and discuss perception and</td>
<td></td>
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<td></td>
<td>its influence on oneself and others</td>
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</tr>
<tr>
<td><strong>Friendship</strong></td>
<td><strong>Personal Development</strong></td>
<td><strong>Personal Differences</strong></td>
</tr>
<tr>
<td><strong>4.2 Nurturing Relationships</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S1 4.2.1 describe and explain relationships with friends</td>
<td>S1 5.2.1 analyze information from several sources to determine society’s changing perception of beauty</td>
<td>S1 6.2.1 identify issues facing families/self in a multicultural and global society, e.g., sexual tolerance, religious tolerance, racial tolerance</td>
</tr>
<tr>
<td>S1 4.2.2 describe the potential effects of friendship on an individual’s well-being</td>
<td>S1 5.2.2 describe unhealthy eating patterns and body-altering substance abuse, e.g., fad dieting, compulsive eating, anorexia and bulimia, steroids</td>
<td></td>
</tr>
<tr>
<td>S1 4.2.3 identify, describe, and explain the changing nature of friendships experienced during adolescence</td>
<td>S1 5.2.3 identify and evaluate adolescent mental and physical health issues, e.g., depression, health issues—STIs, alcohol and drug abuse, learning disability, physical disability, family abuse or violence, personal or family illness</td>
<td></td>
</tr>
<tr>
<td>S1 4.2.4 analyze social issues that affect adolescent relationships, e.g., dating, smoking, drug use, chat rooms, Internet dating</td>
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<tr>
<td>S1 4.2.5 identify and analyze conflict/jealousy situations with siblings and friends that affect relationships</td>
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</tr>
<tr>
<td><strong>4.4 Stress and Lifestyle</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S1 4.4.1 identify sources of positive and negative stress for adolescents</td>
<td></td>
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</tr>
<tr>
<td>S1 4.4.2 analyze and evaluate strategies for building, maintaining, and ending relationships</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Senior 1 Web Listing (Teacher Resources)

1. Family Relationships
   Family Life Cycle
   - Family Functions and Forms
     http://www.humsci.auburn.edu/parent/
     http://www.sasked.gov.sk.ca/curr_inst/social/course
     warepsychology/family/index.html

2. Human Development
   Adolescent Development
   - Bullying
     http://www.antibullying.net/parents.htm
     http://www.nobully.org.nz/advicek.htm

3. Caregiving through the Life Cycle
   Self and Basic Needs
   - Human Needs
     http://www.connect.net/georgen/maslow.htm
     http://web.utk.edu/~gwynne/maslow.HTM
     http://chiron.valdosta.edu/whuitt/col/regsystimes/
     maslow.html

4. Individual Relationships and Communication
   Friendship
   - Nurturing Relationships
     http://www.aces.edu/teens/parenteen/links/peers-
     friends/peersfriends.htm
     http://www.musckids.com/health_library/adoles-
     cent/redev.htm

   - Stress and Lifestyle
     http://www.extension.umn.edu/distribution/youthde-
     velopment/DA3083.html
     http://www.seekwellness.com/wellness/daily_report
     s/march2001/march_06_2001.htm

5. Personal Decisions and Community Connections
   Personal Development
   - Health and Safety
     http://www.humsci.auburn.edu/parent/
     http://www.eating-disorders.com/
     http://www.mentalhealth.org/schoolviolence/
     default.asp
     http://education.indiana.edu/cas/adol/risk.html

6. Diversity in Society
   Personal Differences
   - Tolerance
     http://www.humanrightsandtolerance.org/
     http://www.academicinfo.net/Religiontolerance.html
Senior 2
Specific Learning Outcomes
## Senior 2 Specific Learning Outcomes

It is expected that the student will:

| GLO 1. Family Relationships  
  *Family Planning and Parenting* | GLO 2. Human Development  
  *Prenatal and Infant Development* | GLO 3. Caregiving through the Life Cycle  
  *Needs of Infants/Children* |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.5 Preparing for Parenthood</strong></td>
<td><strong>2.1 Growth</strong></td>
<td><strong>3.1 Human Needs</strong></td>
</tr>
<tr>
<td>S2 1.5.1 describe personal, psychological, physical, financial, and philosophical readiness for parenting</td>
<td>S2 2.1.1 identify and describe the stages of physiological growth and development from conception and infancy through preschool, and how each stage can be nurtured</td>
<td>S2 3.1.1 identify and examine theories of human needs and examine how they apply to infants and preschool children</td>
</tr>
<tr>
<td>S2 1.5.2 analyze the impact of individual choices of choosing to parent or not to parent</td>
<td></td>
<td>S2 3.1.2 identify appropriate and inappropriate caregiving behaviours that influence growth and development</td>
</tr>
<tr>
<td>S2 1.5.3 evaluate the role of abstinence in relationships, e.g., pregnancy prevention, physical health—STIs, emotional health</td>
<td></td>
<td>S2 3.1.3 identify the type of clothing required by infants and preschool children</td>
</tr>
<tr>
<td>S2 1.5.4 determine and discuss the issues involved in teen pregnancy</td>
<td></td>
<td>S2 3.1.4 determine environmental and economic issues related to children's clothing, e.g., cloth vs. disposable diapers, unisex clothing, second-hand clothing</td>
</tr>
<tr>
<td><strong>1.6 Parenting</strong></td>
<td><strong>2.2 Development</strong></td>
<td><strong>3.3 Nurturing/Caring Environment</strong></td>
</tr>
<tr>
<td>S2 1.6.1 define a parent or guardian and identify ways of becoming a parent, e.g., birth, adoption, fostering, surrogate parent, stepparent, grandparent</td>
<td>S2 2.2.1 identify the physical, intellectual, emotional, moral, and social theories of development during infancy/preschool and describe appropriate care for each developmental stage, e.g., Piaget, Erikson, Maslow, Kohlberg</td>
<td>S2 3.3.1 describe the care of the mother and newborn with emphasis on feeding, personal care, and initial bonding, e.g., premature infant, low birth weight, feeding problems, Apgar score, cord care, circumcision decision</td>
</tr>
<tr>
<td>S2 1.6.2 describe and explain the roles and responsibilities of parenting</td>
<td>S2 2.2.2 explain the importance of infant bonding on child development</td>
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</tr>
<tr>
<td><strong>2.3 Reproduction</strong></td>
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</tr>
<tr>
<td>S2 2.3.1 describe the male and female reproductive systems and the process by which fertilization takes place</td>
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</tr>
<tr>
<td><strong>Family Planning and Parenting</strong></td>
<td><strong>Prenatal and Infant Development</strong></td>
<td><strong>Needs of Infants/Children</strong></td>
</tr>
<tr>
<td>2.4 Contraceptive Options</td>
<td>S2 3.3.2 identify possible complications and the care that may be required for the mother and newborn throughout the postnatal period, e.g., depression, hemorrhage, infection, neonatal jaundice, failure to thrive</td>
<td></td>
</tr>
<tr>
<td>S2 2.4.1 differentiate between various contraceptive options, e.g., abstinence, male condom, male condom plus spermicide, female condom, birth control pill, no vaginal intercourse, diaphragm and jelly, cervical cap, spermicides, IUCD, sponge, Depo-Provera, Norplant, vasectomy, tubal ligation, rhythm method</td>
<td>S2 3.3.3 explain methods of caregiving and nurturing infants/preschool children</td>
<td></td>
</tr>
<tr>
<td>2.5 Prenatal Development</td>
<td>S2 3.3.4 identify and evaluate caregiving/parenting options available to meet the needs of infants and preschool children, e.g., stay-at-home parent, extended family, daycare centres, home-based daycare, teen parent nurseries</td>
<td></td>
</tr>
<tr>
<td>S2 2.5.1 describe the physical, social, emotional, and economic impact of pregnancy, labour, delivery, and postnatal care at different maternal ages</td>
<td>S2 3.3.5 identify the responsibilities of caregivers when providing child care to infants/preschool children</td>
<td></td>
</tr>
<tr>
<td>S2 2.5.2 describe the process of embryonic/fetal development and maternal changes during the three trimesters of pregnancy, e.g., emotional changes, hormonal changes, physical changes</td>
<td>S2 3.3.6 describe circumstances that lead to violence toward children, e.g., cycles of violence, family history of violence</td>
<td></td>
</tr>
<tr>
<td>2.6 Labour and Delivery</td>
<td>S2 3.3.7 describe the roles of service/care providers in reporting and intervening in cases of child abuse and violence, e.g., doctors, parents, school personnel, neighbours, social agencies, police</td>
<td></td>
</tr>
<tr>
<td>S2 2.6.1 describe the processes of labour and delivery and identify the complications that may arise during pregnancy, labour, and delivery, e.g., pregnancy-induced hypertension (toxemia), diabetic, C-section</td>
<td>S2 3.3.8 describe the indicators of child abuse, e.g., unexplained fear, unusual or repeated injuries, neglect (malnutrition), and family violence, e.g., insecurity, lack of trust</td>
<td></td>
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<tr>
<td></td>
<td>S2 3.3.9 examine the factors that influence how parents meet the needs and wants of infants/preschool children, e.g., single parent families, teen parent families, dual career/job families</td>
<td></td>
</tr>
</tbody>
</table>
### GLO 4. Individual Relationships and Communication

**Interaction with Infants**

<table>
<thead>
<tr>
<th>4.1 Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>S2 4.1.1 identify and demonstrate effective communication skills to create healthy parenting relationships with children, e.g., sending a clear message, effective listening, barriers to communication, decision making</td>
</tr>
<tr>
<td>S2 4.1.2 analyze how communication skills and techniques contribute positively in the parenting relationship with children</td>
</tr>
<tr>
<td>S2 4.1.3 demonstrate effective communication skills appropriate for resolving parent/child conflicts</td>
</tr>
<tr>
<td>S2 4.1.4 identify and describe how the parenting relationship with children changes throughout the life cycle</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4.2 Nurturing Relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>S2 4.2.1 identify caregiving behaviours that promote a healthy and nurturing environment</td>
</tr>
<tr>
<td>S2 4.2.2 identify and describe different parenting styles and assess their influence on family dynamics e.g., authoritarian, permissive, democratic, detached</td>
</tr>
<tr>
<td>S2 4.2.3 describe how different parenting styles influence developing children, e.g., discipline, gender roles, expressing love and affection, transmitting culture, traditions, morals, religious beliefs</td>
</tr>
</tbody>
</table>

### GLO 5. Personal Decisions and Community Connections

**Wellness and Prenatal Care**

<table>
<thead>
<tr>
<th>5.1 Character Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>S2 5.1.1 discuss factors that influence self-concept</td>
</tr>
<tr>
<td>S2 5.1.2 identify behaviours that promote health and wellness</td>
</tr>
<tr>
<td>S2 5.1.3 define, classify, and determine personal values and goals</td>
</tr>
<tr>
<td>S2 5.1.4 examine how decisions affect one’s well-being</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5.2 Health and Safety</th>
</tr>
</thead>
<tbody>
<tr>
<td>S2 5.2.1 identify genetic lineages to various inherited diseases and predisposition to health problems, e.g., asthma, allergies, epilepsy, diabetes, sickle-cell anemia, Tay-Sachs disease</td>
</tr>
<tr>
<td>S2 5.2.2 examine the technology available for prenatal assessment and alternative methods to conception and the controversial choices which they create, e.g., ultrasound, surrogate parenting, fetal reduction, amniocentesis, in vitro fertilization, abortion, chorionic villi sampling, sperm banks</td>
</tr>
</tbody>
</table>

### GLO 6. Diversity in Society

**Uniqueness of Individual**

<table>
<thead>
<tr>
<th>6.3 Influences on Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>S2 6.3.1 research cultural differences regarding early childhood development</td>
</tr>
<tr>
<td>S2 6.3.2 develop a personal philosophy for nurturing and caring for infants/preschool children</td>
</tr>
</tbody>
</table>

3.12
### GLO 4. Individual Relationships and Communication

**Interaction with Infants**

#### 4.3 Play and Routines

- **S2 4.3.1** define, describe, and explain how play enhances the development of infants and preschool children
- **S2 4.3.2** categorize play activities, toys, and games according to an infant/preschool child stage of development
- **S2 4.3.3** describe the need for routines and boundaries with infants/preschoolers and discuss their impact on the developmental process
- **S2 4.3.4** identify types of play, e.g., solitary, parallel, co-operative, associative

### GLO 5. Personal Decisions and Community Connections

**Wellness and Prenatal Care**

#### S2 5.2.3 identify and evaluate lifestyle factors that are a source of stress for pregnant women that may affect maternal/fetal health, e.g., exercise, work-related impact, nutrition—iron/folacin, high fever, diabetes, Rubella, X-rays, caffeine, alcohol (FAS/FAE), smoking, prescription and non-prescription drugs

### GLO 6. Diversity in Society

**Uniqueness of Individual**

#### 5.3 Practicum

- **S2 5.3.1** apply theoretical aspects to practical experiences and situations with infant/preschool children in a practicum setting, e.g., infant/preschool caregiving skills, food selection and presentation, selection of safe and appropriate play activities
- **S2 5.3.2** analyze the effects of the practicum experience on their own lives through journaling
- **S2 5.3.3** experience personal, family, and workplace dynamics in a variety of real-world settings
# Senior 2 Web Listing (Teacher Resources)

## 1. Family Relationships
### Family Planning and Parenting

<table>
<thead>
<tr>
<th>Preparing for Parenthood</th>
<th>Roles and Responsibilities of Parenting</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.mayoclinic.com/index.cfm">http://www.mayoclinic.com/index.cfm</a></td>
<td></td>
</tr>
</tbody>
</table>

## 2. Human Development
### Prenatal and Infant Development

<table>
<thead>
<tr>
<th>Reproduction and Conception</th>
<th>Pregnancy</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Growth and Development</th>
<th>Caring and Nurturing</th>
</tr>
</thead>
</table>

## 3. Caregiving through the Life Cycle
### Needs of Infants/Children

**Human Needs**
- http://www.nutritionnc.com/
- http://www.canoe.ca/HealthCPS/iron.html

**Caring and Nurturing**
- http://dir.yahoo.com/Society_and_Culture/Families/Parenting/Infant_Care/

## 4. Individual Relationships and Communication
### Interaction with Infants

**Communication**
- http://www.wholefamily.com/experts/mperry/marriage_communication_5.html

**Nurturing Relationships**
- http://www.personal.psu.edu/users/k/x/kxg190/teaching/parenting_styles.html
- http://www.aboutourkids.org/articles/parentingstyles.html

## 5. Personal Decisions and Community Connections
### Wellness and Prenatal Care

**Character Development**
- http://www.educarer.com/bibliography.htm

**Health and Safety**
- http://www.taac.ca/
- http://www.mansfieldct.org/schools/mms/staff/hand/Gendisease.htm
- http://www.mansfieldct.org/schools/mms/staff/hand/Gendisease.htm
- http://infertility.about.com/mbody.htm

## 6. Diversity in Society
### Uniqueness of Individual

**Influences on Development**
- http://www.amideast.org/offices/kuwait/saud/family_role.htm
- http://www.asn.csus.edu/em-ncfr/down98/Dennis1.htm
Senior 3
Specific Learning Outcomes
Senior 3 Specific Learning Outcomes

It is expected that the student will:

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Parenting</td>
<td>Child Development</td>
<td>Providing Child Care</td>
</tr>
<tr>
<td><strong>1.6 Parenting</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S3 1.6.1 identify the rights and responsibilities of parents and caregivers when caring for school-aged children</td>
<td>S3 2.1.1 identify and describe the physiological stages of growth and development during childhood and how each stage can be nurtured</td>
<td>S3 3.1.1 describe theories of human needs and how they apply to school-aged children</td>
</tr>
<tr>
<td>S3 1.6.2 explain how to create a safe environment inside and outside the home</td>
<td></td>
<td>S3 3.1.2 identify and determine family stress issues and how they affect the needs of children, e.g., poverty, divorce, sibling rivalry, moving, loss of a job, illness, death</td>
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<tr>
<td>S3 1.6.3 discuss the importance of nutritious foods and establishing healthy dietary habits in a child’s life</td>
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<tr>
<td>S3 1.6.4 list strategies to make eating safe and enjoyable for school-aged children</td>
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<tr>
<td>S3 1.6.5 describe and demonstrate procedures for preventing accidents and handling emergencies with children, e.g.,</td>
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<tr>
<td>– general first aid (bleeding, choking, poisoning, burns, head and bone injuries, foreign objects, bites and stings, blisters, frostbite, hypothermia, fainting, shock, heatstroke, seizures, splinters, sprains, allergic reactions)</td>
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<tr>
<td>– food allergies and intolerances</td>
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<td>– accessing emergency health care</td>
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<td>– unusual circumstances</td>
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</tr>
<tr>
<td>Parenting</td>
<td>Child Development</td>
<td>Providing Child Care</td>
</tr>
<tr>
<td>2.2 Development</td>
<td></td>
<td>3.2 Caregiving Options</td>
</tr>
<tr>
<td>S3 2.2.1 identify the physical, intellectual, emotional, moral, and social theories of development of school-aged children and describe appropriate care for each developmental stage, e.g., Piaget, Erikson, Maslow, Kohlberg</td>
<td></td>
<td>S3 3.2.1 identify and evaluate caregiving/parenting options available to meet the needs of children, e.g., daycare centres, stay-at-home parent, after-school programs, home-based daycare, “latchkey” children</td>
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<td></td>
<td></td>
<td>3.3 Nurturing/Caring Environment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S3 3.3.1 identify appropriate and inappropriate caregiving behaviours that influence growth and development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S3 3.3.2 compare and contrast a variety of parenting philosophies and practices, e.g., positive discipline vs. punishment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S3 3.3.3 explain methods to nurture and care for school-aged children</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S3 3.3.4 develop a personal philosophy for parenting school-aged children</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
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<td>---------------------------</td>
</tr>
<tr>
<td><em>Interaction with Children and Adults</em></td>
<td><em>Career Opportunities</em></td>
<td><em>Factors that Affect Learning</em></td>
</tr>
</tbody>
</table>

### 4.1 Communication
- **S3 4.1.1** analyze how communication skills and techniques contribute positively in relationships with siblings
- **S3 4.1.2** identify and demonstrate effective communication skills to create a healthy sibling relationship, e.g., sending a clear message, effective listening, barriers to communication, negotiation, decision making
- **S3 4.1.3** identify conflict situations with siblings and demonstrate effective conflict resolution strategies

### 5.1 Character Development
- **S3 5.1.1** discuss factors that influence self-concept
- **S3 5.1.2** identify behaviours that promote health and wellness
- **S3 5.1.3** define, classify, and determine personal values and goals
- **S3 5.1.4** examine how decisions affect one’s well-being

### 6.4 Learning Styles
- **S3 6.4.1** identify and analyze models that describe the different ways of learning, e.g., learning styles, thinking styles, multiple intelligences

### 4.2 Nurturing Relationships
- **S3 4.2.1** identify and describe how the relationships between family members change throughout the life cycle
- **S3 4.2.2** identify behaviours that promote a healthy and nurturing environment
- **S3 4.2.3** develop a personal philosophy for caring for and nurturing children and adults

### 5.3 Practicum
- **S3 5.3.1** apply theoretical aspects of this course to practical experiences and situations with school-aged children in a practicum setting, e.g., caregiving skills, food selection and presentation, selection of safe and appropriate play activities, first aid skills
- **S3 5.3.2** analyze the effects of the practicum experience on their own lives through journaling
- **S3 5.3.3** develop an understanding of personal, family, and workplace dynamics through practicum experiences

### 6.5 Special Needs
- **S3 6.5.1** identify the physical, mental, and social development of special needs children, e.g., Autism, Asperger’s Syndrome, Tourette’s Syndrome, Fetal Alcohol Syndrome, Fetal Alcohol Effects, Fetal Alcohol and Drug Effects, ADHD
- **S3 6.5.2** describe the needs of children in relation to their developmental behaviours
### GLO 4. Individual Relationships and Communication
*Interaction with Children and Adults*

<table>
<thead>
<tr>
<th>4.3 Play and Routines</th>
</tr>
</thead>
<tbody>
<tr>
<td>S3 4.3.1 define, describe, and explain how play enhances the development of children</td>
</tr>
<tr>
<td>S3 4.3.2 categorize play activities, toys, and games according to a child's age and stage of development</td>
</tr>
<tr>
<td>S3 4.3.3 describe the need for routines and boundaries with school-aged children and discuss their impact on the developmental process</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4.4 Stress and Lifestyle</th>
</tr>
</thead>
<tbody>
<tr>
<td>S3 4.4.1 describe the differences among reward, discipline, and punishment</td>
</tr>
<tr>
<td>S3 4.4.2 describe the effects of child abuse</td>
</tr>
<tr>
<td>S3 4.4.3 determine resources available to assist in child abuse situations, e.g., doctors, parents, school personnel, neighbours, social agencies, police</td>
</tr>
<tr>
<td>S3 4.4.4 demonstrate appropriate stress management/problem-solving techniques</td>
</tr>
</tbody>
</table>

### GLO 5. Personal Decisions and Community Connections
*Career Opportunities*

<table>
<thead>
<tr>
<th>5.4 Career Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>S3 5.4.1 research careers that provide services for individuals and families</td>
</tr>
<tr>
<td>S3 5.4.2 profile a career that provides services for individuals and/or families including duties, education qualifications, employment opportunities, salary, benefits, and personal qualifications</td>
</tr>
</tbody>
</table>

### GLO 6. Diversity in Society
*Factors that Affect Learning*
Senior 3 Web Listing (Teacher Resources)

1. Family Relationships
   Parenting
   Responsibilities
   http://www.uwex.edu/ces/flp/pp/index.html

2. Human Development
   Child Development
   Growth
   http://www.cdpage.com/
   http://www.cdpage.com/development.htm
   Development
   http://www.hhp.umd.edu/FMST/Research/
   Community_Violence.html
   part6.html
   http://www.cdpage.com/sequance.shtml
   http://www.cdpage.com/erickson.shtml

3. Caregiving through the Life Cycle
   Providing Child Care
   Human Needs
   http://www.humsci.auburn.edu/parent/needs/
   index.html
   http://www.humsci.auburn.edu/parent/
   http://www.itstime.com/jun97.htm

4. Individual Relationships and Communication
   Interaction with Children and Adults
   Communication
   http://www.humsci.auburn.edu/parent/communication/index.html
   http://sieccan.org/pdf/weaver.pdf
   http://www.humsci.auburn.edu/parent/social
   skills.html
   Nurturing Relationships
   http://www.humsci.auburn.edu/parent/love/index.html
   http://www.wholefamily.com/experts/mperry/
   marriage_communication_5.html
   Stress and Lifestyle
   http://www.humsci.auburn.edu/parent/stress/
   index.html
   Play and Routines
   http://www.cdpage.com/physical_development.
   shtml

5. Personal Decisions and Community Connections
   Career Opportunities
   Character Development
   http://www.sedl.org/connections/resources/
   http://www.k12connections.ip.tv.org/community/
   Careers
   http://www.workinfonet.ca
   http://www.careerccc.org/ccc/nav.cfm
   http://www.youth.gc.ca

6. Diversity in Society
   Factors that Affect Learning
   Special Needs
   http://www.ldonline.org/ld_indepth/family/family_
   therapy.html
   http://www.nova.edu/ssss/QR/QR6-2/
   morrissette.html
   http://www.mentalhealth.org/publications/allpubs/
   ca-0001/wefsk7.asp
   Learning Styles
   http://www.ldpride.net/learningstyles.MI.htm
   http://www.cyg.net/~jblackmo/diglib/styl-d.html
Senior 4
Specific Learning Outcomes
Senior 4 Specific Learning Outcomes

It is expected that the student will:

<table>
<thead>
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</thead>
<tbody>
<tr>
<td><em>Family Connections</em></td>
<td><em>Youth to the Elderly</em></td>
<td><em>The Elderly</em></td>
</tr>
<tr>
<td>1.1 History of the Family</td>
<td></td>
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</tr>
<tr>
<td>S4 1.1.1 compare and contrast historical and contemporary family functions, e.g., socialization</td>
<td>2.1 Growth</td>
<td>3.1 Human Needs</td>
</tr>
<tr>
<td>S4 1.2.1 identify and describe the societal changes that influence variations in family forms, e.g., nuclear, extended, single parent, blended, teen parenting, single—never married, divorce, common law, widowhood, separation, refilled nest, sandwich generation</td>
<td>S4 2.1.1 identify and describe the physiological stages of growth and development during late adolescence, adulthood, and through to old age, and how each stage can be nurtured</td>
<td>S4 3.1.1 describe theories of human needs and how they apply to the aging adult</td>
</tr>
<tr>
<td>S4 1.2.2 interpret the ways in which societal change influences variations in family forms</td>
<td>S4 2.2.1 identify and describe the physical, intellectual, emotional, moral, and social theories of development from late adolescence to old age, e.g., Piaget, Erikson, Maslow, Kohlberg</td>
<td>S4 3.3.1 describe the signs and symptoms of chronic medical conditions, e.g., Alzheimer’s disease, diabetes, osteoporosis, heart conditions, strokes, cardiovascular conditions</td>
</tr>
<tr>
<td>S4 1.2.3 analyze the ability of the individual family form to meet the various functions of family, e.g., socialization</td>
<td>S4 2.2.2 articulate aspects that contribute to maturity, e.g., chronological, physical, emotional, social, intellectual</td>
<td>S4 3.3.2 understand the implications of lifestyle choices and their relationship to medical conditions</td>
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<td>S4 3.3.3 analyze the various caregiving choices and the impact on the quality of life for seniors and the family</td>
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<td>S4 3.3.4 develop a personal philosophy regarding the treatment of the elderly in society</td>
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<td>S4 3.3.5 identify issues related to elder abuse and neglect</td>
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</tr>
<tr>
<td>Family Connections</td>
<td>Youth to the Elderly</td>
<td>The Elderly</td>
</tr>
</tbody>
</table>

### 1.3 Family Life Cycle

**S4 1.3.1** identify and describe stages in the family life cycle, e.g., young couple, family with young children, family with adolescent children, empty nest, launching years, later in life

**S4 1.3.2** analyze how various stages of the adult life cycle affect the family life cycle, e.g., choosing to have your first child at mid-life, newly formed step-families having additional children

### 2.3 Reproduction

**S4 2.3.1** describe the male and female reproductive systems and the process by which fertilization takes place

**S4 2.3.2** evaluate the role of abstinence in relationships, e.g., mental health, pregnancy prevention, physical health—STIs, emotional health

### 3.4 Changing Needs

**S4 3.4.1** identify and describe the physical, psychological, and social changes that occur during the aging process, e.g.,

- physical changes
- psychological changes, e.g., Emotional: depression, loneliness; Cognitive: dementia, Alzheimer’s
- social changes, e.g., significant other, children, grandchildren, extended family and friends, contributions seniors make to society

**S4 3.4.2** examine the factors that influence how seniors meet their needs and wants, e.g., housing, nutrition, financial planning, health care

### 1.4 Adult Life Cycle

**S4 1.4.1** identify and describe stages in the adult life cycle, e.g., transition to adulthood, provisional adulthood, transition to 30s, mid-life transition, rediscovery phase, aging

### 2.4 Contraceptive Options

**S4 2.4.1** differentiate between various contraceptive options, e.g., abstinence, male condom, male condom plus spermicide, female condom, birth control pill, no vaginal intercourse, diaphragm and jelly, cervical cap, spermicides, IUCD, sponge, Depo-Provera, Norplant, vasectomy, tubal ligation, rhythm method

### 3.5 Death and Dying

**S4 3.5.1** identify and describe preparations, practices, and adjustments that result from the loss of a family member in various cultures, e.g., grieving/mourning, funerals, widowhood, financial/legal arrangements, ethical aspects of death, changing family roles, support services, wills
<table>
<thead>
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</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Life Plans and Self-Management</td>
<td>Differences in Relationships</td>
</tr>
<tr>
<td><strong>4.1 Communication</strong></td>
<td><strong>5.1 Character Development</strong></td>
<td><strong>6.6 Relationship Trends</strong></td>
</tr>
<tr>
<td>S4 4.1.1 identify and demonstrate effective communication skills to create healthy work and family relationships, e.g., sending a clear message, effective listening, barriers to communication, negotiation, decision making</td>
<td>S4 5.1.1 discuss factors that influence self-concept</td>
<td>S4 6.6.1 identify and describe trends and changes in family structure that affect families, e.g., separation, divorce, remarriage, cohabitation</td>
</tr>
<tr>
<td>S4 4.1.2 analyze how communication skills and techniques contribute positively in the workplace and at home</td>
<td>S4 5.1.2 identify behaviours that promote health and wellness</td>
<td>S4 6.6.2 discuss legal/cultural/religious implications before, during, and after marriage, e.g., marriage, cohabitation, annulments, divorce, remarriage, marriage contracts</td>
</tr>
<tr>
<td><strong>4.2 Nurturing Relationships</strong></td>
<td>S4 5.1.3 define, classify, and determine personal values and goals</td>
<td></td>
</tr>
<tr>
<td>S4 4.2.1 describe and explain the concept of relationships with significant others at home and at work</td>
<td>S4 5.1.4 examine how decisions affect one’s well-being</td>
<td></td>
</tr>
<tr>
<td>S4 4.2.2 identify and describe how the relationship between significant others changes throughout the life cycle</td>
<td>S4 5.1.5 examine the impact of environment on developing character</td>
<td></td>
</tr>
<tr>
<td>S4 4.2.3 explain the role love plays in various relationships (types of love)</td>
<td>S4 5.1.6 define personality and personality traits</td>
<td></td>
</tr>
<tr>
<td>S4 4.2.4 compare and contrast the principles of attraction, infatuation, and love</td>
<td>S4 5.1.7 examine theories of personality, e.g., Freud, Lewin, Jung, Adler</td>
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</tr>
<tr>
<td>S4 4.2.5 analyze and evaluate strategies for building, maintaining, and ending relationships</td>
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<tr>
<td>S4 4.2.6 recognize and critique factors to be considered when contemplating marriage, e.g., cultural diversity, finances, family and in-laws, careers, children and parenting, religion, goals, fidelity</td>
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</tr>
<tr>
<td>Communication at Home and Work</td>
<td>Life Plans and Self-Management</td>
<td>Differences in Relationships</td>
</tr>
<tr>
<td>4.4 Stress and Lifestyle</td>
<td>5.5 Work and Family Life</td>
<td></td>
</tr>
<tr>
<td>S4 4.4.1 describe the effect of addictions on family members, e.g., gambling, alcohol, drugs</td>
<td>S4 5.5.1 describe gender roles and household division of labour, e.g., caring for elderly family members, dependent children, housework</td>
<td></td>
</tr>
<tr>
<td>S4 4.4.2 describe the effects of family violence</td>
<td>S4 5.5.2 analyze the impact of societal change and work outside the home, e.g., job sharing, flex time, self-employment</td>
<td></td>
</tr>
<tr>
<td>S4 4.4.3 determine resources available for families with addiction or violence issues</td>
<td>S4 5.6.1 describe ways that individuals and families acquire resources to meet their needs and wants, e.g., time and money management, physical energy, skill development</td>
<td></td>
</tr>
<tr>
<td>S4 4.4.4 demonstrate appropriate stress management/problem-solving techniques for addiction or violence issues</td>
<td>S4 5.6.2 compare and evaluate various financial practices, e.g., credit cards, loans, banking, investing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>S4 5.6.3 identify and describe the effects of financial insecurity (e.g., unemployment, poverty, demotion in the workplace) and design coping strategies for families</td>
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</tr>
<tr>
<td></td>
<td>S4 5.6.4 demonstrate appropriate stress management/problem-solving techniques for financial difficulties</td>
<td></td>
</tr>
</tbody>
</table>
Senior 4 Web Listing (Teacher Resources)

1. Family Relationships
   Family Connections
   Historical
   http://www.unu.edu/unupress/unupbooks/uu13se/uu13se00.htm#Contents
   Family Forms
   http://www.ksg.harvard.edu/inequality/Seminar/Papers/Rumbaut2.pdf
   Family Life Cycle
   http://www.parentsplace.com/expert/family/articles/0,,196192_110458,00.html
   http://www.parentsplace.com/expert/family/articles/0,10335,196192_110459,00.html
   http://www.mothersover40.com/Sitemap.html

2. Human Development
   Youth to the Elderly
   Growth
   http://www.parentsplace.com/
   Development
   http://www.aacap.org/publications/factsfam/develop.htm
   http://www.state.sc.us/dmh/adolescent_facts.htm
   Reproductive Cycle
   http://www.kidshealth.org/parent/general/body_basics/male_reproductive.html
   http://www.epigee.org/guide/reproduction.html

3. Caregiving through the Life Cycle
   The Elderly
   Human Needs
   http://isol.branel.ac.uk/~jarvis/bola/motivation/masmodel.html
   http://www.hcc.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/maslow.htm
   Changing Needs
   http://dde.carlisle.army.mil/tecfm/tecfm_main.htm
   http://www.cpagroup.org/consult2.shtml
   http://web.pdx.edu/~psu01435/aging.html
   http://www.fyca.org/elderly/
   Nurturing and Caring
   http://www.seniormag.com/conditions/
   Death and Dying
   http://www.palliative.org/PC/GeneralPublic/GriefBereavement/GriefBereavementIdx.htm
   http://www.palliative.org/PC/GeneralPublic/PalliativeCare/RoleOfFamilyDoctor.html
   http://www.hollandhospice.org/index.jsp?pageID=15

4. Individual Relationships and Communication
   Communication at Home and Work
   Communication
   http://www.humsci.auburn.edu/parent/communication/index.html

5. Personal Decisions and Community Connections
   Life Plans and Self-Management
   Character Development
   Resource Management
   http://www.familymanagement.com/
   Work and Family Life
   http://www.celi.dk/artikler/Changing%20Gender%20Roles,%20Family%20and%20Generation.htm
   http://www.jobsharing.com/

6. Diversity in Society
   Differences in Relationships
   Relationship Trends
   http://www.singlerose.com/
   http://www.parentswithoutpartners.org/about.htm
   http://www.stepfamily.org/
   http://www.stepfamily.ca/frames.htm
   http://fact.on.ca/Info/pas/gardnr01.htm
Appendices
Ways of Learning

This framework utilizes instructional methods that consider various ways of learning and demonstrating learning. Not all students learn in the same way due to individual experiences, strengths, and challenges. There are various ways to describe the different ways of learning. Three models for describing student differences are learning styles, thinking styles, and multiple intelligences. Summaries of the three models are provided below (Manitoba Education and Training, Success for All Learners, 1996, 4.4–4.6).

Learning Styles

The model developed by Ken Dunn and Rita Dunn of St. John’s University, New York, classifies students according to their learning styles:

- **Auditory learners** absorb spoken material easily and are likely to ask for information rather than read printed instructions.
- **Visual learners** learn best from information that they read or see.
- **Tactile learners** learn best by handling materials, writing, drawing, and being involved in concrete experiences.
- **Kinesthetic learners** learn best by moving and doing, by taking part in activities that have direct relevance to their lives.

Dunn and Dunn believe that most people have two highly developed learning styles, and that within a class of 30 students, 22 will be balanced in their ability to take in information in a variety of ways.

Thinking Styles

Anthony Gregorc (1982) of the University of Connecticut has developed a theory of thinking styles based on two variables: the way we view the world (do we see things concretely or abstractly?) and the way we order the world (in sequential or random order). In Gregorc’s framework, these two variables combine to describe four thinking styles:

- **Concrete sequential thinkers** are based in the physical world that they can detect through their senses. They notice and recall details easily, and remember facts, formulas, and rules with ease. They learn well through “hands-on” experiences.
- **Concrete random thinkers** are experimenters/divergent thinkers, willing to take the intuitive leaps necessary for creative thought. They have a strong need to find alternatives and to do things in their own way.
- **Abstract sequential thinkers** love the world of theory and abstract thought. Their thinking processes are logical, rational, and intellectual. They prefer to work alone rather than in groups.
- **Abstract random thinkers** organize information through reflection, and thrive in unstructured, people-oriented environments. They live in the world of feelings and emotions, and learn best when information is personalized.
Multiple Intelligences

The theory of multiple intelligences is a cognitive model developed by Harvard psychologist Howard Gardner in the 1980s. Gardner’s theory is that each of the following seven intelligences has an evolutionary history, its own symbolic system, and a separate focus in the human brain:

- **Verbal/linguistic intelligence** is responsible for the production of language and all of the complex possibilities that follow: storytelling, abstract reasoning, symbolic thinking, conceptual patterning, and, of course, the written word.
- **Logical/mathematical intelligence** is most often associated with “scientific thinking,” deductive reasoning, and problem solving. This intelligence involves the capacity to recognize patterns, to work with abstract symbols such as numbers and geometric shapes, and to see connections between separate pieces of information.
- **Visual/spatial intelligence** deals with the visual arts, navigation and map-making, architecture, and games such as chess. The key sensory base of this intelligence is sight, but also the ability to form mental images.
- **Body intelligence** is the ability to use the body to express emotion (as in dance and body language), to play a game, or to devise an invention. Individuals with high body intelligence thrive on hands-on experience; they “learn to do by doing.”
- **Musical/rhythmic intelligence** includes such capacities as the recognition and use of rhythmic and tonal patterns, and sensitivity to sounds from the environment, the human voice, and musical instruments. Many children learn the alphabet through this intelligence.
- **Interpersonal intelligence** involves the ability to communicate verbally and non-verbally, to work cooperatively in a group, and to observe the moods, temperament, and intentions of others. Individuals with high interpersonal intelligence are able to imagine and empathize with the experience of others.
- **Intrapersonal intelligence** involves knowledge of the self, of feelings, thinking processes, and spiritual realities. This intelligence involves our capacities for self-reflection, to experience wholeness and unity, to perceive higher states of consciousness, and to dream of and actualize the possible.

Gardner’s multiple intelligences theory proposes that each person has capabilities of varying degree in all seven intelligences, and that we perform most functions through a complex interaction of several intelligences. (Ongoing research may result in the identification of other intelligences.)

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The topics and issues covered in Family Studies courses are to develop skills and promote reflective learning. There is no single way to teach or learn. The nature of Family Studies courses calls for a variety of instructional approaches to support the learning of students. Teachers use their professional judgment to decide which instructional methods will be most effective in promoting the learning of knowledge and skills. The following diagram displays instructional approaches and methods of application.

**Instructional Approaches**

**Direct Instruction**
- Lesson Overviews
- Guest Speakers
- Explicit Teaching
- Instruction of Strategic Processes
- Modelling
- Didactic Questioning
- Demonstrations
- Mini-Lessons
- Guides for Reading
- Listening, Viewing

**Indirect Instruction**
- Jigsaw
- Problem Solving
- Inquiry and Research
- Reading and Viewing for Meaning
- Reflective Discussion
- Gallery Walks
- Concept Mapping

**Interactive Instruction**
- Debates
- Role-Playing
- Panels
- Brainstorming
- Peer Tutoring
- Discussion
- Co-operative Learning Groups
- Problem Solving
- Talking Circles
- Peer Editing
- Interviewing

**Independent Study**
- Computer-Assisted Instruction
- Essays
- Reports
- Study Guides
- Learning Contracts
- Homework
- Inquiry and Research Projects
- Learning Centres

**Experiential Learning**
- Field Trips
- Simulations
- Primary Research
- Games
- Focused Imaging
- Observations
- Role-Playing
- Surveys

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*Instructional Approaches*: Figure adapted, with permission, from Saskatchewan Education. Instructional Approaches: A Framework for Professional Practice. Copyright © 1991 by Saskatchewan Education.
Glossary of Instructional Approaches

Direct Instruction

Lesson Overviews—Teachers construct the frame that best suits their subject matter, grade, and classroom and lesson organization. Overviews are often put on a transparency or erasable poster so they can be reused with each class. The purpose is to help students focus on the goals of the lesson and to place the lesson in the context of a unit.

Guest Speakers—Inviting professionals or those with information on topics being studied offers students the opportunity to examine topics from a personal point of view and to obtain current, reality-based responses to questions.

Explicit Teaching—Teacher-directed lectures can provide students with information that may be required before high-order thinking can occur. Teachers are encouraged to provide information which meets at least two learning modalities (visual, auditory, tactile, and kinesthetic) by using overheads, writing on the board, and supplying handouts and reading notes.

Instruction of Strategic Processes—Strategic processes outline the steps required to complete a task and move on to the next level.

Modeling (role-playing, think alouds, and demonstrations)—Teachers model their use of strategies so that students can emulate them. Teachers verbalize all thoughts for students as they demonstrate skills or processes. After several modeling experiences, students should practise using the strategy in pairs. Ultimately, students should work independently with the strategy.

Didactic Questioning—By asking leading questions, teachers can draw information and answers from students.

Demonstrations—A teacher, student, or guest demonstrates a technique to students. This technique works best if students are allowed to practise the technique on their own or in pairs following the demonstration. The teacher or fellow students offer feedback. Students should be given the opportunity to reflect on their proficiency and areas for improvement.

Mini-Lessons—Mini-lessons are lessons that are 20 minutes in length. Recent brain research indicates that learning/retention occurs in the first 20 minutes of each class.

Guides for Reading, Listening, Viewing—Providing students with guides (e.g., guided notes for a video) helps them to identify important information and encourages attentiveness.

Indirect Instruction

Jigsaw—Individuals or small groups each explore a different topic or a different area of the same topic. Individuals or groups are then responsible for teaching their newly acquired knowledge to the rest of the class.

Problem Solving—Teachers can stimulate student thinking by presenting a situation in which the student works through a process which leads to a solution.
Inquiry and Research—Individually, in pairs, or in small groups, students explore topics and present their findings to the class via an oral presentation or Gallery Walk.

Reading and Viewing for Meaning—These are techniques of reading print material and viewing visual media to become more conscious, discerning, critical, and appreciative of the texts.

Reflection—Learning Logs: Students regularly write short, spontaneous, exploratory, personal pieces of writing about the content they are studying. It is writing for thinking and not for creating a polished product.

Admit/Exit Slips—Students fill in these small slips at the beginning and end of the class. They help students to focus on what they expect to learn, and to reflect on what they have learned. This provides the teacher with information on student learning.

Gallery Walks—Teachers or students display information and samples on various topics throughout the room. Individually, in groups, or as a class, students circulate and are presented different information at each station.

Concept Mapping—Teachers assign students a word or idea and have them generate related words and/or topics. Students then examine the relationships between the words and ideas they have generated.

Experiential Learning

Field Trips—Students visit sites that relate to topics being studied. The most successful excursions outside the classroom are those that are organized because students have asked to visit a particular site to further some aspect of research they have undertaken.

Simulations—Students practise a skill or technique under controlled or ideal conditions with teacher or peer guidance before they are given the opportunity to perform on their own.

Primary Research—Primary research explores original (first-hand) sources. It may include interviews or reading first-hand accounts of a person’s experience or findings.

Games—Teachers conduct activities based on popular board or television games. Questions can be based on course content and can be written by the teacher or the students. Games can be used to review information or to activate learning prior to starting a unit.

Focused Imaging—Teachers talk students through an event. Students may choose to close their eyes, listen, and visualize as the teacher describes a process, event, or location. Focused imaging can be enhanced with sound effects.

Observations—Students and the teacher identify phenomena they are looking for and observe the frequency of occurrence. Observations can be used to determine how a process takes place. It is important that teachers remind students to remain objective (record what they see) and to not make assumptions regarding causes of phenomena.
Role-Playing—The teacher provides, or the students write skits which students act out in an effort to explain or demonstrate an idea or the sequence of a process.

Surveys—Students or the teacher develop questions and determine an audience in an effort to study a phenomenon, belief, or the perceptions of others.

Independent Study

Computer-Assisted Instruction (CAI)—Software (computer programs) can provide exercises for drill and practise, rapid evaluation of student response, student feedback, concrete representations of abstract concepts, and more one-on-one instructional time.

Essays and Reports—Students research and write on a topic assigned by the teacher, or one that they have chosen themselves.

Study Guides—Students review content through the use of a document that provides the framework of knowledge covered in a unit or course.

Learning Contracts—The teacher and students create a contract or proposal specifying the topic, learning outcomes, experiences, products, resources, timelines, and assessment.

Homework, Inquiry, and Research Projects—Students are given the opportunity to independently research and examine information that is covered in class.

Learning Centres—Teachers organize the classroom into various activity or learning stations. These offer opportunities for independent inquiry and exposure to a wide variety of materials and sources of information.

Interactive Instruction

Debates—The class is divided into two groups (teams). Each team is assigned one side of an issue to defend or promote. Teams are responsible for generating support for their side of the issue. Following the time assigned for developing arguments, students individually argue points on behalf of their team by introducing new points or offering a rebuttal to points made by the other team.

Role Playing—The teacher provides or the students write skits which students act out in an effort to explain or demonstrate an idea or sequence of a process.

Panels—Panels are groups of people with first-hand knowledge or experience on a topic.

Brainstorming—Students generate ideas and information as a result of contributing what they already know, and building on the ideas of others.

Peer Tutoring—Students teach and learn from one another as they share their work.

Discussion—Discussion is the most useful way of transmitting information, learning what students think and know, and building a sense of classroom identity, when all class members have a chance to speak before anyone responds twice.
**Co-operative Learning Groups**—Students are placed into small groups or teams, based on the teacher’s criteria, and work together at various times to achieve common learning goals.

**Problem Solving**—Problem solving is a meaningful task that centres on overcoming constraints or limiting conditions.

**Talking Circles**—Based on First Nations teachings, talking circles create a safe environment for discussion of conflicts, difficult situations, or decisions that students may face. This allows every student to be heard and teaches students to respect each other and build consensus.

**Peer Editing**—Peer editing can involve ongoing groups in which students give feedback on drafts of each other’s writings for the purpose of improvement.

**Interviewing**—Students generate questions to ask and arrange an interview with a person who has first-hand knowledge and/or experience with a topic.
References
References


Web Resources

Adolescence: Change and Continuity  
<www.personal.psu.edu/faculty/n/x/nxd10/adolesce.htm>

All Family Resources  
<www.familymanagement.com>

American Association for Marriage and Family Therapy  
<www.aamft.org>

Association of Retired Persons  
<www.aarp.org>

Baby Center  
<www.babycenter.com>

Center for Families Work and Well-Being  
<www.worklifecanada.ca>

Child Care Parent Provider Information Network  
<www.childcare-ppin.com>

Childcare Resource and Research Unit  
<www.childcarecanada.org>

Families and Work Institute  
<www.familiesandwork.org>

Family Works  
<www.urbanext.uiuc.edu/familyworks>

Fathering Magazine  
<www.fathermag.com>

Fathers’ Forum  
<www.fathersforum.com>

Flying Solo: The Life Management Resource for Divorce and Separation Issues  
<www.flyingsolo.com>

Kid Source onLine  
<www.kidsource.com>

Motherheart  
<www.motherheart.org>

National Adoption Center  
<www.adopt.org>

National Center for Missing and Exploited Children  
<www.missingkids.org>

The National Council on the Aging  
<www.ncoa.org>

National Parent Information Network  
<http://npin.org/>

National Youth in Care Network  
<www.youthincare.ca>

Online Birth Center  
<www.moonlily.com/obc>

Parenthood.com  
<www.parenthood.com>

Parents Helping Parents, Inc.  
<www.php.com>

Parents Place.com  
<www.parentsplace.com>
Parent Soup
<www.parentsoup.com>

Parenting the Preschooler
<www.uwex.edu/ces/flp/pp/index.html>

Principles of Parenting
<www.humsci.auburn.edu/parent/index.html>

Teen Information: Go Ask Alice!
<www.goaskalice.columbia.edu/index.html>

Today's Parent Magazine
<www.todaysparent.com/>

The Vanier Institute for the Family
<www.vifamily.ca>

Whole Family.com
<www.wholefamily.com>

Zero to Three: National Center for Infants, Toddlers and Families
<www.zerotothree.org>