

Canadian Families 12

Guide

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Canadian Families 12

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Canadian Families 12

Learning Outcomes

Students will be expected to

1. explore the mosaic of Canadian families through historical, present, future, and cultural perspectives
2. recognize the factors that contribute to family well-being
3. analyze the parenting skills, qualities, and responsibilities of families within Canadian society
4. explore the various issues encountered by family members supporting the emerging adult
5. examine the roles and responsibilities of individuals and society as family members age
6. investigate and examine the impact of issues that affect families

Specific Curriculum Outcomes

Students will be expected to

Unit 1: Images of Canadian Families

- 1.1 reflect on the roles and responsibilities of families
- 1.2 analyze the demographic trends of families and predict the implications for Canadian families and society
- 1.3 explore how Canadian families and Canadian society influence each other
- 1.4 develop a definition of family within the context of Canadian society
- 1.5 identify the possible stages of an individual's family life cycle

Unit 2: The Foundation of Family Well-Being

- 2.1 explore the components and dynamics of which healthy personal relationships are comprised
- 2.2 identify factors of healthy personal relationships that might evolve into a family entity
- 2.3 analyze the trends of committed relationships and marriage as well as predict the implications for families in Canadian society
- 2.4 identify the spectrum of behaviours, qualities, and values that are foundational to healthy families and recognize their impact on setting family priorities
- 2.5 identify how personal and family wellness impacts an individual's ability to be a resilient member of Canadian society
- 2.6 recognize the benefits of contributing to family and community
- 2.7 identify and promote support systems within the community

Unit 3: Expanding Families

- 3.1 analyze how the trends in family size influence Canadian families and society
- 3.2 explore the decisions involved in becoming a parent and nurturing children
- 3.3 identify the needs of children and how the needs can be met by the family unit
- 3.4 recognize changes in personal identity, relationships, expectations, and family life cycle as a result of parenting
- 3.5 explore how the role of parenting is shared within Canadian society
- 3.6 identify community/social support systems for families with children

Unit 4: Transition to Independence

- 4.1 analyze demographic trends of youth transitioning to adulthood and predict the implications for Canadian families and society
- 4.2 recognize the needs of and skills required by the emerging adult
- 4.3 apply Maslow's hierarchy to family needs through this transition
- 4.4 identify the role of family in developing citizenship skills
- 4.5 identify support resources for both the family and the emerging adult

Unit 5: Families in Later Life

- 5.1 analyze demographic trends of family members transitioning to later life and predict the implications for Canadian families and society
- 5.2 demonstrate an understanding of the complexities of aging
- 5.3 recognize attitudes of families towards seniors depending on family dynamics and culture
- 5.4 identify the community supports for the aging family

Unit 6: Independent Study Project

- 6.1 identify issues impacting families
- 6.2 complete an independent study project on a family related issue that reflects an understanding of family dynamics and development
- 6.3 reflect on and respond to issues shared by other students

Unit 1: Images of Canadian Families

Unit Outcome 1: Images of Canadian Families:

Students will be expected to explore the mosaic of Canadian families through historical, present, future and cultural perspectives.

Specific Curriculum Outcome 1.1

Students will be expected to reflect on the roles and responsibilities of families.

Suggestions for Assessment and Evaluation

Students can:

- create a bulletin board depicting family roles
- describe and compare the roles and responsibilities of their family across generations

Teacher can:

- use rubrics and observational checklists to assess products and conversations

Strategies for Learning and Teaching

Teachers can:

- provide video samples of how families are portrayed
- define what is meant by responsibility
- lead a discussion on the functions of families
- explore the anthropological / sociological view of families

- share Maslow's Hierarchy of Human needs. How are families reflected in this? How does this define the roles and responsibilities of the family?

Students can:

- review a family tree and explain the roles & hierarchies within the family
- research TV portrayal of families Are they reflecting current culture or future trends?
- examine gender roles in families . What system supports are there for changing gender roles (parental leave) ?
- examine:
 - society's expectations of roles within the family
 - roles within their own families and how it might conflict with society's expectations
 - what is the reality of roles within the family (probably that a healthy family determines their own roles regardless of society's expectations)

Roles that could be explored:

- person that "earns the bread"
- person that keeps the house clean
- person responsible for discipline
- person that takes care of the younger kids
- person that is charge of the family vehicle
- person who does the taxes
- person who shops for groceries

Resources

Individuals and Families: Diverse Perspectives- Chapter 1: Family Matters
Appendix p.496 Johnson-Harris-Vidoni Family Tree
NS Correspondence Studies Resource Unit 1: Activity 1: Question #4
 Power point on "What's a Family"
Families Count: Introduction Why Families Count

Web Links

Using search engine try key search words such as:
 Vanier Institute of the Family
 Statistics Canada
 Census Canada
 Human Resources Services Canada
 Local newspapers, magazines
 Canadian Council for Social Development
 Norman Rockwell Family Tree
 Maslow's Hierarchy of Human Needs

Specific Curriculum Outcome 1.2

Students will be expected to analyze the demographic trends of families and predict the implications for Canadian families and society.

Suggestions for Assessment and Evaluation

Students can:

- create flow charts that depict family development
- create a visual timeline of a family trend
- create a scrapbook depicting historical and current trends
- create a family tree and reflect on the trends portrayed therein
- compare and contrast graphs of various trends in family structures
- predict and defend the implications of a chosen trend

Teacher can:

- interview students to review specific features of the students work as it relates to the outcome

Strategies for Learning and Teaching

Teachers can:

- define geneology, hierarchy
- discuss various trends depicted through examination and analysis of:
 - a family tree
 - population pyramid
 - internet research
- Some factors that affect change might be: poverty, child health, immigration, war, safety, women going to work, birth control
- lead students in creating a KWL chart on family trends
- lead students through a Future Wheel activity anticipating implications of change
- introduce various family structures:, such as: multigenerational, nuclear , affinity families(people we live with)
- track a Canadian change in the legal system and its impacts on family demographics

Students can:

- research shifting population trend
- create a graphic illustrating a changing trend
- choose an advertisement and reflect on how it portrays families
- create their own advertisement depicting today's family in the ad
- survey a trend and compare to stats can data or Vanier Institute
- survey their school to compare to published trend
- partner with another NS school to compare stats
- write a diary from the perspective of one of the people in their family tree
- participate in a role play activity: adopt the personality of family role from a different time period . Talk about life through the perspective of that role.
- Situate a conversation: example a couple in the 60's discuss the woman going to work.
- investigate the changes in the social & legal system as a result of changes in family trends
- conduct an interview of a senior citizen on the changes in family structure and their perspective and the changes that have resulted

Resources

Individuals and Families: Diverse Perspectives- Chapter 1 : Family Matters
Profiling Canada's Families IV: Families Count

Web Links

Using search engine try key search words such as:

Vanier Institute of the Family

Statistics Canada

Central Intelligence Agency World Factbook

Human Resources Services Canada

NS Stats on communities

Population Pyramids

Family structure

Immigration + changing family structures

Specific Curriculum Outcome 1.3

Students will be expected to explore how Canadian families and Canadian society influence each other.

Suggestions for Assessment and Evaluation

Students can:

- share the results of their research
- describe trends that depict how families have impacted social change
- apply understanding of family trends to possible business and government decisions
- create a Venn diagram comparing & contrasting families from different cultures to one another as well as to their own family
- demonstrate an understanding of how Maslow's hierarchy is universal

Teacher can:

- evaluate products and conversations using rubrics and checklists

Strategies for Learning and Teaching

Teachers can:

- share a case study of a Canadian family chosen from the selection of Case Studies "Portraits of Canadian Families" and how their culture has been influenced by the changing Canadian culture and how these Canadian Families have influenced Canadian Culture.
- discuss the positive impact that increased immigration could have on Nova Scotian families
- lead a debate on whether our social system (law, health, etc) support or challenge Canadian families?
- introduce examples where diversity has led to changes in family structure and functions such as westernized Asian families may no longer feel the commitment to provide for their elders. Changes to family structure and functions might be influenced by religion, tradition, immigration, intermarriage, community integration.

Students can:

- define one aspect of their family culture
- research the information to be included in a Venn diagram or other graphic organizer comparing their family to other class members. What traditions, culture, religion, expectations, education, values are typical for your family? How might these portray culture?
- interview a student or parent from another culture to learn about cultural difference

- research multicultural traditions, language, religious beliefs, expectations, laws that challenge the thinking and beliefs of Canadian families
- explore the impact of a case study family on society (include taxes, medicare, language
- explore the impact of social programs and communities on the case study family
- collect "Letters to the Editor" in reference to family issues. What impact on society do these letters reflect? Can students think of other examples of ways Canadian families impact society? (for example, if there is an election taking place, what are the family issues being discussed throughout the election process).

Resources

Individuals and Families: Diverse Perspectives-

Chapter 2: Approaches to Studying Individuals and Families

Profiling Canada's Families IV: Families Count: Immigration Population on the Rise

Web Links

Using search engine try key search words such as:

Vanier Institute of the Family

Statistics Canada

Human Resources Services Canada

Specific Curriculum Outcome 1.4

Students will be expected to develop a definition of family within the context of Canadian society.

Suggestions for Assessment and Evaluation

Students can:

- present and defend their personal definition their definition of family
- create a logo or collage that portrays their definition of Canadian Families
- explain how are families a part of the Canadian mosaic? How do they perpetuate the Canadian mosaic?

Teacher can:

- observational checklists on student participation

Strategies for Learning and Teaching

Teachers can:

- present definitions of families
- apply student discussions to defining the need for and functions of families
- lead a brainstorm activity on the functions of families
- facilitate student application of Maslow's Hierarchy to a definition of family

Students can:

- participate in a Future Wheel Activity : “What if there were no more families?”
- compare and contrast definitions of family, discuss : legal, social, Stats Can, Vanier, Text
- draw family descriptors/pictures out of a hat and identify what type of family is portrayed
- describe different configurations of families
- What TV shows / movies have students watched that have defined families within our culture? Are they reflecting historical perceptions, current culture, or future trends?

Compare how media portrays the concept of family versus the reality of actually living in family. Students could find a picture of a family and try and describe what that family is like (roles, dynamics). Students could then make predictions of what might be different in their reality.

- research the purpose of arranged marriages (their functions in some cultures, problems with them). The class might debate "for and against arranged marriages."
- identify the changing functions of the family
- predict what the family of the future might look like. Consider functions, communications, societal recognition, recreation, education
- propose a definition of family

Resources

Individuals and Families: Diverse Perspectives- Chapter 1: Family Matters

NS Correspondence Studies Resource

Profiling Canada's Families IV: Families Count Part I : Introduction

Web Links

Using search engine try key search words such as:

Vanier Institute of the Family

Statistics Canada

Human Resources Services Canada

Specific Curriculum Outcome 1.5

Students will be expected to identify the possible stages of an individual's family life cycle.

Suggestions for Assessment and Evaluation

Students can:

- create a visual image of a life cycle and describe it in reference to their current family
- predict how their life cycle may change to reflect their future

Teacher can:

- interview students and discuss their choices for their predictions and images

Strategies for Learning and Teaching

Teachers can:

- define/ describe the concept of a family life cycle with entry and exit points
- create and use case studies depicting a family at different points of the family life cycle

Students can:

- brainstorm a list of stages. Create a graphic organizer of the stages depicting the variety of possible options
- research family life cycles on the internet
- create a family life cycle that would best describe their vision of the Canadian family
- using Maslow's hierarchy as a point of reference analyze the various possible stages of a family life cycle. If needs are not met then there may be exit points that create an alternative life cycle. Discuss what is meant by this and what are the implications for the family and its members.

Resources

Individuals and Families: Diverse Perspectives- Chapter
NS Correspondence Studies Resource
Profiling Canada's Families IV: Families Count

Web Links

Using search engine try key search words such as:

Vanier Institute of the Family

Statistics Canada

Human Resources Services Canada

Family Life Cycle

Unit Outcome 2 - The Foundation of Family Well Being

Students will be expected to recognize the factors that contribute to family well-being.

Specific Curriculum Outcome 2.1

Students will be expected to explore the components and dynamics of healthy personal relationships.

Suggestions for Assessment and Evaluation

Students can:

- create a definition of a healthy relationship
- share their products on dating within small groups
- demonstrate active engagement in discussions and brainstorming sessions
- reflect on relationships demonstrated in books, television shows or other media

Teacher can:

Listen and observe students during the speed dating activity, brainstorming

Strategies for Learning and Teaching

Teachers can:

- facilitate a discussion that applies Maslow's hierarchy to the development of healthy relationships (friends, work, family)
- what are the skills involved in maintaining a healthy relationship
- explore the theories of attraction
- lead a brainstorming session about components of healthy relationships

- define what is meant by the dynamics of a relationship (stages, evolution or not into marriage/commitment)
- research concept of Power relationships
- invite a guest speaker to discuss Healthy sexuality

Students can:

- Create a compatibility test linked to one of the theories
- create a visual on how to present themselves on the first date
- Think pair share: brainstorm their ideal partner
- role play a speed dating activity with the class
- identify the components of a healthy relationship and identify signs and symptoms of an unhealthy relationship
- students voting activity: on what would be make it or break it features of a relationship
- analyze song lyrics, movie plots
- write a love vs infatuation poem, rap
- create a poster/wall-plaque “A Relationship is…” or a recipe for A Healthy Relationship, etc.
- how real is romantic love
- identify their personal boundaries & discuss how they differ for different people
- create a code of conduct for dating

Resources

Appendices : Amandas rubber band activity

Individuals and Families: Diverse Perspectives-

Chapter 7: Becoming a Couple

Chapter 12: Living the Dream

Canadian Families 12 Correspondence Studies Guide : Unit 2- Relationships

Chapter

Profiling Canada’s Families IV: Families Count

Web Links

Using search engine try key search words such as:

Healthy relationships

Maslow’s Heirarchy of Human Needs

Specific Curriculum Outcome 2.2

Students will be expected to identify factors of healthy personal relationships that might evolve into a family entity.

Suggestions for Assessment and Evaluation

Students can:

- write the marriage vows for one of the couples on their family tree
- create a bulletin board for the youth health centre on the progression of healthy relationships
- write a story depicting a healthy courtship for a personality in their family tree
- write a critique of a media figure and their perceived relationships as to the implications for commitment

- create a pre-commitment course for couples considering a life together.

Teacher can:

Assess student products for depth of reflection and ability to identify factors of relationships that might evolve into a family entity

Strategies for Learning and Teaching

Teachers can:

- co- create a definition of commitment
- lead a future wheel discussion “What if there was no more marriage?” Why does our society value marriage?
- invite the Youth Health Centre nurse to lead a discussion on relationships, birth control, setting boundaries
- invite the guidance counselor to speak on identity, setting boundaries,, conflict resolution, communication skills

Students can:

- profile their best friend as a reflection: how did they meet them? How did you know they were your best friend? How do you resolve differences? What are their “flaws”? Why are they a best friend?. Make a comparison between how we choose a best friend vs how we choose a mate? What common skills and qualities make the relationship successful?
- examine the progression of a relationship from friendship to commitment
- create definitions of "healthy relationships." Define the term "boundaries" and explain that they are important in creating healthy relationships (a cool way of demonstrating boundaries is to have students line up across from one another- try and have people stand across from someone they don't know. One line will walk towards another person in the other line. When the stationary person feels that they have come close enough, they put up their hand to indicate to them to stop. They reverse roles. Repeat activity with someone they feel they know. Discuss what would make someone have different boundaries than others- TRUST and SHARED EXPERIENCE are often given as reasons. Define the terms)
- demonstrate healthy versus unhealthy relationships using a rubber band, penny, and an overhead projector. The penny represents the student (place on overhead so it shows up on screen). The elastic band represents the boundaries the student sets up around them. Unhealthy boundaries are 1- too loose (leave elastic loosely around penny. Have a student use their finger to poke at the boundary. The penny should be hit every time by the poking). This represents someone who has too loose boundaries and gets hurt a lot by those around them OR 2- too tight (hold the elastic tightly around the penny. The student should not be able to poke the penny this time through the boundary). This represents someone who doesn't let anyone close to them (which is also unhealthy). Lastly, demonstrate "healthy boundaries," hold elastic firmly around penny but allow for some flexibility. Demonstrate that people can get close to you but you still want to protect yourself. This way it is only the people who care for you most (who will most likely try not to hurt you) that will get close to you.
- create a pro and con list of formal commitment
- debate the pros and cons of marriage versus cohabitation

- create a definition of Marriage / commitment; cohabitation
- Create Venn diagrams demonstrating the similarities and differences between co-habitation and marriage. Focus should be put on legal similarities and differences.
- write a magazine article with tips on maintaining a healthy committed relationship
- respond to hypothetical advice column letters on relationships
- Plan a Celebration of Commitment
- revisit their definition of family within the context of this outcome
- Examine the traditions associated with weddings
- Breaking up is hard to do! How to respectfully change the status of a relationship.
- explore the pressures of relationships

Resources

Individuals and Families: Diverse Perspectives-

Chapter 6 Pairing Up

Chapter 7 Becoming a Couple

NS Correspondence Studies Resource

Profiling Canada's Families IV: Families Count Reasons why people Marry

Web Links

Using search engine try key search words such as:

Healthy relationships

Specific Curriculum Outcome 2.3

Students will be expected to analyze the trends of committed relationships and marriage as well as predict the implications for families in Canadian society.

Suggestions for Assessment and Evaluation

Students can:

- report on a trend in Canadian marriages, defending their predictions
- create a belief statement based on trends in Canadian marriages

Teacher can:

- assess student work based on checklists and rubrics

Strategies for Learning and Teaching

Teachers can:

- as an introductory activity make a statement that reflects a belief about marriage
- present a trend from Families Count without the implications and ask students to predict implications. Then review what the Vanier Institute predicts.
- explore the terms dysfunctional & functional as related to families

Students can:

- discuss family arrangements, look at structures – common law, cohabitation, arranged marriages, love marriages, divorce, annulment, polygamy
- research demographic trends in marriage using on line & other sources
- examine trends in legislation involving marriage and divorce: health, legal, social, education, child welfare
- develop a position/belief statement that they can defend

- respond to presented belief statements
- Students could reflect on portrayal of families in media (films, serials). Are the families healthy, unhealthy?

Resources

Individuals and Families: Diverse Perspectives-
Chapter 6 : Pairing Up
Chapter 7 : Becoming a couple

Profiling Canada's Families IV: Families Count

Web Links

Using search engine try key search words such as:

Vanier Institute of the Family

Statistics Canada

Canadian Marriages

Specific Curriculum Outcome 2.4

Students will be expected to identify the spectrum of behaviours, qualities, and values that are foundational to healthy families and recognize their impact on setting family priorities.

Suggestions for Assessment and Evaluation

Students can:

- describe practices that are displayed in healthy families
- create a graphic that illustrates their interpretation of a family life cycle
- identify priorities for a stage of the family life cycle
- create a contract to make positive contributions to their family
- develop a word wall at the local elementary school on healthy families
- perform puppet shows on family behaviours
- develop an action plan on how to address family change
- Reflective Journal Entry: Describe how an ancestor may have addressed a sickness in the family or how they coped with a crisis

Teacher can:

- observe student use of communication techniques

Strategies for Learning and Teaching

Teachers can:

- explore the Nova Scotia Determinants of Health and how they impact on family well being
- describe how a family coped with a serious illness
- put themselves into a character and talk about how the family rebounded from a crisis

- invite school counselor to model communication techniques

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Students can:

- research the family life cycle
- create a wordle: computer collage of words attached to the concept of healthy families
- role play jigsaw using identity cards defining each member's role and characteristics (conflict resolution techniques in family scenarios) (Appendix – all dads discuss their approach in a group – personality cards one of the dads is autocrat, one is wishy-washy)
- practise team work activities demonstrating interdependence of family members
- observe and critique communication skills practiced by their peers in a role play
- participate in family friendly activities: eating together; cooking together; Geocaches are a form of technology that links you to others. It is also a fun activity to do with family members (would link to fostering healthy families both physically and socially). This might especially be relevant for rural communities who spend a lot of time outdoors.
- learn about manners and etiquette. You could also discuss why this stuff is important while eating.
- examine different "case studies" involving family priorities. Students could identify the issue/priority, make a list of possible pros and cons of the issue/priority, and suggest the implications of each of the possible actions. Possible case studies could include:
 - family is made to eat dinner together every night
 - child has a mandatory study hour every night (no video games, etc)
 - Thanksgiving dinner is always eaten at Aunt Edna's (and you have a party to go to)
 - your little sister wants to tag along with you and your friends at the mall

- create visuals demonstrating strength of families
- participate in a jigsaw activity where family members need to explore the implications of a change in family responsibilities
- define "resilience." Once this is done, assign a different scenario to each student. Have them propose ways in which a "healthy family" might contribute positively to the situation to support a family member in being resilient.

Examples of scenarios:

- mom changes jobs and has to work until 5. Supper needs to be made and little sister needs to be taken care of.
- Jimmy needs help with his homework.
- Young Sally isn't old enough to make her lunch for school everyday
- your 3 year old cousin won't stop crying because they lost their favorite toy
- there has been a huge unexpected snowstorm and dad has been called into work. He needs to get the car out of the driveway

- share their scenarios with one another and their responses. Have students identify cases where their family helps them be a resilient member or society and they help their family be resilient members.

- predict the different stages in the family life cycle. Where do they think there are different entry and exit points? They can place their family members in the appropriate phase in the family life cycle. When completed, reveal what a family life cycle could look like and have them compare and contrast their own to the actual family life cycle.

Resources

Individuals and Families: Diverse Perspectives- p.431
NS Correspondence Studies Resource Unit 2 Activity 3
Profiling Canada's Families IV: Families Count

Web Links

Using search engine try key search words such as:

Vanier Institute of the Family

Statistics Canada

Family Roles

Nova Scotia Determinants of Health

Specific Curriculum Outcome 2.5

Students will be expected to identify how personal and family wellness impacts an individual's ability to be a resilient member of Canadian society

Suggestions for Assessment and Evaluation

Students can:

- create a mini poster promoting aspects of family wellness to be posted around the school/community
- maintain a reflective journal:
 - reflect on their impact on family wellness
 - reflect on how their personal wellness can be related to their family support
- organize a family health fair for their school community or volunteer at a community health fair
- write an entry in their reflective journal on how a member of their family tree contributed to family wellness or used a coping strategy that built resiliency in the family

Teacher can:

- use observational checklists for the interactive activities

Strategies for Learning and Teaching

Teachers can:

- organize a trip to a community health fair
- invite guest speakers from social services to discuss the relationship between personal and family health.
- define resiliency in terms
- explore the concept of dysfunctional? What is dysfunctional? Why are some families more functional than others?
- lead a discussion on how families foster healthy relationships, socialization, communication, manners, protocols: Eating together, oral history, Social Expectations, Appropriate behaviours
- led students through dialogues addressing common issues. Issues could be put in a box & the teacher chooses an issue for the class to address. Session could be called "What's your problem?" to encourage discussion and communication. Students learn to identify issues that "bother" them and how to express their concerns. Topics may include: people with

poor manners, using offensive terms even when you know they are offensive, homophobia, smoking on school property, and inappropriate cell phone usage. It's interesting how many students will say "I do that and I had no idea it was such a bad habit."

Students can:

- participate in a sociodram
- create a graphic organizer illustrating the family ecosystem
- participate in a documentary (scripted family scenarios & reactions)
- research the Determinants of Health. How do the determinants apply to the various aspects of family wellness (physical, social, mental, emotional)?
- how is family wellness created, nurtured, preserved?
- review the class' Family version of Maslow's hierarchy. Relate the hierarchy to health needs of the family and how they are addressed.
- share the responsibilities of caring for an egg
- identify the challenges to family wellness
- Healthy Sexuality – family approaches to mores, morals, discussion, parental responsibility, school responsibility
- Interview an "elder" on how their family "connects", socialized with its members.
- explore the value of a story based lineage – history, belonging, connections, identity – "Significance". Role of the family: to model the above, creating identity.
- identify and model the communication skills that contribute to family well being: I messages, listening, apologizing, tact, etiquette, body language, positive feedback
- describe family coping mechanisms that provide resiliency during times of family stress.
- Pay it forward concept with your health.
- Impact on one's health of positive thinking and being polite, extravert, helpful, kind.
- explore the concept of how financial "wellness" contributes to family wellbeing

Resources

Individuals and Families: Diverse Perspectives- p.432

Profiling Canada's Families IV: Families Count

The City, A Financial Life Skills Resource. Financial Consumer Agency of Canada.

Web Links

Using search engine try key search words such as:

Wellness

Family wellness

Resilience

Specific Curriculum Outcome 2.6

Students will be expected to recognize the benefits of contributing to family and community.

Suggestions for Assessment and Evaluation

Students can:

- reflect on the positive behaviours that come from participation in family activities
- participate in a community volunteer project and record their observations about its benefits for families
- report on an interview of a community volunteer

- report on their personal community involvement
- Reflective Journal Entry
 - include an entry written from the perspective of one of their ancestors on an event that involved a community commitment

Teacher can:

- respond to writings and reflections using

Strategies for Learning and Teaching

Teachers can:

- invite community agencies, volunteers to speak on the value of community involvement

Students can:

- plan a family game night
- share their technology skills with their family or community (helping seniors email their grandchildren)
- define what is meant by community
- participate in community events designed for community building
- what are the benefits to the community when families participate in activities
- create a set of interview questions for a community volunteer
- attend a community meeting on a local issue
- consider Citizenship development through family life : Personal responsibility to the system. Being a good societal member is taking care of one's health.

Resources

Profiling Canada's Families IV: Families Count

Web Links

Using search engine try key search words such as:

Vanier Institute of the Family

Volunteerism

Specific Curriculum Outcome 2.7

Students will be expected to identify and promote support systems within the community.

Suggestions for Assessment and Evaluation

Students can:

- As a class create a Community directory:
 - report on a service offered within their community
 - create a brochure promoting a local support group
 - create a community map of local support groups

Teacher can:

- use co-created rubrics & checklists to verify accuracy & content

Strategies for Learning and Teaching

Teachers can:

- provide examples to students of how to access community resources.
- help students brainstorm a list of possible services. Encourage students to identify if such services exist in their community, accessibility and actual supports offered.

Students can:

- arrange for community speakers
 - explore programmes that work to prevent violence & abuse within families
 - review the laws that serve and protect family values as defined by the legal system
 - research the health care system & how it supports family well being
 - create a map of their community, identifying "Family Friendly" venues and organizations.
- After completing, students could respond to the question: "what impact does family have on the community?" Also students should define what "family friendly" means. Why might another community not be family friendly?

Resources

Community services/agencies

Web Links

Using **search engine** try key search words such as:

Community agencies

Unit Outcome 3 – Expanding Families

Students will be expected to analyze the parenting skills, qualities, and responsibilities of families within Canadian society.

Specific Curriculum Outcome 3.1

Students will be expected to analyze how the trends in family size influence Canadian families and society.

Suggestions for Assessment and Evaluation

Students can:

- illustrate parenting trends using pictograms or charts

Teacher can:

- assess accuracy of student products/displays using rubrics

Strategies for Learning and Teaching

Teachers can:

- share readings with students on the diverse cultures in Canadian society and their belief system about parenting
- invite in various parents to talk about their parenting culture /expectations

Students can:

- participate in discussions, research, explore case studies, conduct interviews
- explore the influence that extended families have on the decision to parent
- identify other influences on the changing structure of Canadian families

Resources

Individuals and Families: Diverse Perspectives
Chapter 9: Having Children

Profiling Canada's Families IV: Families Count

Web Links

Using search engine try key search words such as:

Vanier Institute of the Family

Statistics Canada

Parenting responsibilities

Parenting trends

Specific Curriculum Outcome 3.2

Students will be expected to explore the decisions involved in becoming a parent and nurturing children.

Suggestions for Assessment and Evaluation

Students can:

- create/illustrate their own definition of “Parenting”
- reflect on presentations by guest speakers
- write a reflective essay on the decisions to parent or not
- describe the factors that affect the decision to become a parent
- debate the issue of mandatory parent education

Teacher can:

- use observational checklists to assess student involvement in class activities
- interview students on their reflections

Strategies for Learning and Teaching

Teachers can:

- lead a brainstorm activity on all the reasons why people choose to become parents.
- invite guest speakers on the role of foster parents
- provide an opportunity for students to interview adoptive parents, adults who grew up in adoptive families, parents who chose to let a child be adopted

Students can:

- create a bulletin board on the factors to be considered when deciding to become a parent
- role play effective strategies for guiding behavior in children
- create a budget worksheet on the cost of parenting

- create a "License to Parent." Questions must address values they think are important in the decision to have kids or not (think a quiz from a magazine). (Hypothetically, if people took this test it would determine whether or not they wanted to have kids).
- interview new parents on their decisions related to:
 - working or staying at home
 - parental leave
 - child care
 - when to have children
- generate interview questions for guest speakers: Questions could address how children changed them and their families or any of the other outcomes.
- teachers may be willing to talk to students about decisions to parent, child care decisions

Resources

Individuals and Families: Diverse Perspectives
Chapter 10 Becoming Parents

Profiling Canada's Families IV: Families Count

Web Links

Using search engine try key search words such as:
 Vanier Institute of the Family
 Statistics Canada
 Deciding to parent

Specific Curriculum Outcome 3.3

Students will be expected to identify the needs of children and how the needs can be met by the family unit.

Suggestions for Assessment and Evaluation

Students can:

- create a proclamation on children's needs/rights
- share their proclamation

Teacher can:

- assess student products using rubrics

Strategies for Learning and Teaching

Teachers can:

- provide students with information on custody and access and how its value in meeting the needs of children

Students can:

- research various agencies and their philosophy on the rights of children : United Nations, Community Services, Children's Hospitals, Education system
- discuss needs for foster, adopted children. Students could write a letter for an adopted child to their birth parents.

Resources

Individuals and Families: Diverse Perspectives

Chapter 10 Becoming Parents

Chapter 11 Issues in Expanding Families

Profiling Canada's Families IV: Families Count

Web Links

Using search engine try key search words such as:

Vanier Institute of the Family

Needs of Children

Specific Curriculum Outcome 3.4

Students will be expected to recognize changes in personal identity, relationships, expectations and family life cycle as a result of parenting.

Suggestions for Assessment and Evaluation

Students can:

- create a weekly schedule/budget based on a case study
- create a bulletin board display of the changes that take place to individuals and families as a result of parenting
- create a diagram of a family life cycle depicting the changing role of parents
- report on interviews with parents

Teacher can:

- assess student displays
- review student interview reports

Strategies for Learning and Teaching

Teachers can:

- provide resources for students to research the impact of parenthood: videos, readings, poems, visuals

Students can:

- stage role plays depicting changing family dynamics as a result of parenting

- interview parents in varying stages of parenthood to determine how their lifestyle & expectations have changed

Resources

Individuals and Families: Diverse Perspectives
Chapter 6 Pairing Up
Chapter 7 Becoming a Couple
Chapter 10 Becoming Parents
Profiling Canada's Families IV: Families Count

Web Links

Using search engine try key search words such as:
 Vanier Institute of the Family
 Family life cycle

Specific Curriculum Outcome 3.5

Students will be expected to explore how the role of parenting is shared within Canadian society.

Suggestions for Assessment and Evaluation

Students can:

- reflect on their idea webs

Teacher can:

- read and assess student reflections/journals for completeness

Strategies for Learning and Teaching

Teachers can:

- invite in various community members who provide care /support/service to parents & their children

Students can:

- create an idea web, with the child being the topic. Branches of the idea web should include all of the different connections a child has within a community. (teachers, neighbors, crosswalk guards, girl scout leaders, doctors, daycare workers, retail workers, etc). Students should be able to rate the impact this person might have on the child (0: no impact at all, 5: huge impact). What kinds of impacts would each person have?

Answer the question: "to what extent is child-raising a community affair?"

Extension: students could answer the question "what if child-raising was NOT a community affair? What kind of implications would that have for children and the community at large?"

- research a support network in the community associated with raising children. Each student must research a different support network. Students will participate in a "show and tell" each informally presenting their network.

- problem solve a variety of scenarios a family might face. Students could choose an appropriate support network for that issue. Examples of scenarios:

-child wants to join a team

-baby is colicky

- mom has post-partum depression
- can't afford diapers
- can't find a babysitter
- identify support agencies for parents of children with challenges

Resources

Individuals and Families: Diverse Perspectives
Chapter 11 Issues in Expanding Families

Profiling Canada's Families IV: Families Count

“ It takes a Village” Film – “If the World were a Village”

Web Links

Using search engine try key search words such as:

Extended family to raise a family

Vanier Institute of the Family

Statistics Canada

Specific Curriculum Outcome 3.6

Students will be expected to identify community /social support systems for families with children.

Suggestions for Assessment and Evaluation

Students can:

- create a contact list promoting the services offered by support groups in their community
- indicate on a community map places where children & parents can participate in recreation activities
- share their resources with community /parent groups (day care, Family Resource Centre/ welcome wagon)

Teacher can:

- assess student products for accuracy & completeness as well as presentation

Strategies for Learning and Teaching

Teachers can:

- arrange for a tour of a Family Resource Centre
- invite guest speakers to share information on services available

Students can:

- create brochures , PSA's on support agencies/groups
- conduct field research on what various support systems do & commitments of the families

Resources/ weblinks

Community brochures, agencies

Unit Outcome 4: Transition to Independence

Students will be expected to explore the various issues encountered by family members as they support the emerging adult.

Specific Curriculum Outcome 4.1

Students will be expected to analyze demographic trends of youth transitioning to adulthood and predict the implications for Canadian families and society.

Suggestions for Assessment and Evaluation

Students can:

- share their future wheels along with their predictions (visual, electronic format)

Teacher can:

- assess student projects for accuracy and completeness

Strategies for Learning and Teaching

Teachers can:

- provide students with resources and direction to research trends

Students can:

- create Future Wheels on demographic trends to share with the class
- conduct research on the issues identified in their future wheels
- possible topics might be:
 - Children not marrying and staying to look after parents
 - Multigenerational families
 - Children moving away for education/work
 - Youth and post secondary education

Resources

Individuals and Families: Diverse Perspectives-

Chapter 3 Building the dream

Chapter 4 Becoming an Adult

Chapter 5 Issues of Emerging Adulthood

Profiling Canada's Families IV: Families Count

Web Links

Using search engine try key search words such as:

Vanier Institute of the Family

Statistics Canada

Specific Curriculum Outcome 4.2

Students will be expected to recognize the needs of and skills required by the emerging adult.

Suggestions for Assessment and Evaluation

Students can:

- Complete and reflect on their moving out project
- create a “Handbook for the Emerging Adult on Money Matters”

Teacher can:

- assess the moving out project/other products for accuracy and completeness

Strategies for Learning and Teaching

Teachers can:

- discuss changing need for shelter throughout the family life cycle.

Examples:

Youth first apartment

Beginning family

Smaller living space needed for parents – downsizing different utilization space

- lead a discussion on shelter needs, community concerns and support services relate to available, affordable, safe shelter.
- create a “Moving Out Project” for students to explore the complexities of living on their own

Students can:

- role play scenarios concerning how to deal with a roommate (example: what would you do if your roommate never took out the garbage, your roommate eats all your food, your roommate stays up all night and keeps you up all night, your roommate never cleans). They will learn about conflict resolution and effective comm.
- identify how to maintain healthy eating habits and physical activity levels while living on a budget.
- define the stages that lead to successful independent living
 - residence – college
 - sharing an living accommodations
 - living at home but autonomously
- create a scrapbook of their "transitioning years." They could answer questions like: where will they go to school (if they go to school), who will still be their friends, what will they do for fun, what will stress them out, where will they live, how will their concept of family change? Once the scrapbook is complete they can complete a reflection sheet that has them respond to how realistic their scrapbook was (they can use statistics/information from class to backup their reasoning).
- imagine “ I am in my first apartment. What do I do now?”
How do I pay the bills?
How do I look after my food, clothing , and transportation needs?
How do I communicate with my landlord, my boss? This could be presented as a role play.
How do I find work?

- interview people in the community who have finished transitioning to adulthood. From these interviews, students could ask those being interviewed for a quote (or two) regarding this period in life and explain them. Students can work together to post and present these quotes. This could be later linked to another assignment: after learning about the transition period from youth to adulthood, choose the 3 quotes you think most accurately reflect the transition. Explain your reasoning.
- Have guest speakers come into the class that are in different phases of the transition period:
 - recent graduates from the high school
 - recent graduates from university/college
 - someone who got their first "adult" job
 - someone who is living on their own for the first time

Students could ask a variety of questions including:

- what have you gone through that surprised you?
- what have you gone through that you expected?
- what do you struggle with?
- what is the most fun?
- what would you have done differently?

Resources

Individuals and Families: Diverse Perspectives-

Individuals and Families: Diverse Perspectives-

Chapter 3 Building the dream

Chapter 4 Becoming an Adult

Chapter 5 Issues of Emerging Adulthood

The City, A Financial Life Skills Resource. Financial Consumer Agency of Canada.

Web Links

Using search engine try key search words such as:

Independent living

Specific Curriculum Outcome 4.3

Students will be expected to apply Maslow's hierarchy to family needs through this transition.

Suggestions for Assessment and Evaluation

Students can:

- illustrate their hierarchy of needs
- reflect on the changing needs throughout the life cycle

Teacher can:

- interview students on their reflections

Strategies for Learning and Teaching

Teachers can:

- Review Maslow's Hierarchy of Human Needs

Students can:

- create a Maslow Hierarchy reflecting Family Needs
- discuss the move from egocentricity to family focus
- reflect on the transition phase for one of the characters on the family tree as they transition from singlehood to married life. How have their needs changed in the first 2 years? How has the focus changed?
- discuss how achieving different stages in Maslow's hierarchy changes when you are expected to fulfill these stages yourself. What might you struggle with? What exactly changes?
- Create a "Maslow's Hierarchy Support System." Have students research support systems in the community that would help them achieve each level of the hierarchy. Students can create posters using the hierarchy triangle with each of the identified support systems in the appropriate space in the triangle.
- consider the transition for the parents
 - Family : sandwich generation, boomerang families, adjusting to changing responsibilities
 - financial Counseling: resource mgmt, Saving for retirement

Resources

Individuals and Families: Diverse Perspectives-

Chapter 3 Building the dream

Chapter 4 Becoming an Adult

Chapter 5 Issues of Emerging Adulthood

Web Links

Using search engine try key search words such as:

Vanier Institute of the Family

Statistics Canada

Human Resources Services Canada

Specific Curriculum Outcome 4.4

Students will be expected to identify the role of family in developing citizenship skills.

Suggestions for Assessment and Evaluation

Students can:

- create a definition of citizenship for their age group
- share their Codes or Manifestos with their peers

Teacher can:

- use observational Checklists to assess student presentations/work

Strategies for Learning and Teaching

Teachers can:

- lead a brainstorm of related topics ...What are citizen ship Skills (work, paying taxes, volunteering, recognition of the needs of the many over the needs of the few)

Students can:

- create a Charter of Rights and Freedoms of the Emerging Adult (Within the Family, within society)
- discuss different scenarios that could relate to situation regarding citizenship.

Examples:

-elderly lady gets on bus and there are no seats

-someone drops their wallet

-someone falls on a patch of ice

-someone is short some money on a purchase

-you overhear someone cursing in a very public area (and there are kids around)

- students can act out different ways to respond to each situation. and then respond to the question "Why do people respond in different ways to each of the situations?" (hopefully they will link it to family)

- examine the "Pay it Forward Movement." <http://www.payitforwardmovement.org/> (there is a book and movie from 2000 associated with this movement as well as numerous cases in the media where people "pay it forward" with coffee). Is this movement valuable in today's society? What connection does it have with citizenship?

- create a contract for a family outlining their responsibility to society in preparing the emerging adult . Could be a Jig Saw activity. Groups might be: Emerging adult, mothers, fathers, sibling, grandparents. Lead to creation of a Code of ethics or manifesto of the Emerging Adult.

• consider :

- Work Options: part time, full time, flex, shift, at home
 - Need to work: for 2 wages as the family wage, personal fulfillment
 - Impact of technology on family links
 - Communications with distant family members
 - Distance minimized – small world
 - Nature of work available in home community
 - Job changes
 - Aspects of law
 - Youth becoming legal entities
 - Parents absolved of responsibility Age?
 - Insurance
 - Leisure time
- What are the economic realities of being an adult?
 - defining needs, wants, values (MASLOW)
 - Taxes

- Education, student loans, living expenses; ongoing until established
- Teaching children financial resp: various loans, mgmt, saving
- Pensions: Canadian system, CPP, Disability, survivor)
- Employment Insurance
- Financial Management: budget, banking, savings, investment, credit, debt, compound interest
- Media awareness – consumerism
- Long term planning : Estate planning, care for aging family members
- Changing structure of the economy- unemployment, doing with less, multiple jobs
- Consumer system
- Finding affordable housing

Resources

Individuals and Families: Diverse Perspectives-

Chapter 3 Building the dream

Chapter 4 Becoming an Adult

Chapter 5 Issues of Emerging Adulthood

Web Links

Using search engine try key search words such as:

Vanier Institute of the Family

Statistics Canada

Specific Curriculum Outcome 4.5

Students will be expected to identify support resources for both the family and the emerging adult.

Suggestions for Assessment and Evaluation

Students can

- make recommendations to the agencies responsible for youth on support and education
- write a letter to a parent to facilitate their acceptance of change
- reflect on the historical change in the responsibilities and supports associated with becoming an adult

Teachers Can

- assess student products for inclusion of identified needs

Suggestions for Learning and Teaching

Teachers can

- organize a panel discussion between youth and adults on the changes that take place in families as youth becomes more independent

Students can

- prepare questions for the panel discussion

- observe communications between adults and youth related to taking on more responsibility

Resources

Community brochures, phone books, websites

Unit Outcome 5: Families in Later Life

Students will be expected to examine the roles and responsibilities of individuals and society as families age.

Specific Curriculum Outcome 5.1

Students will be expected to analyze demographic trends of family members transitioning to later life and predict the implications for Canadian families and society.

Suggestions for Assessment and Evaluation

Students can:

- illustrate trends related to the senior population

Teacher can:

- assess illustrations for accuracy and interpretation

Strategies for Learning and Teaching

Teachers can:

- arrange for guest speakers, tours of senior events

Students can:

- share personal anecdote or description of an elderly person who exemplifies a trend identified
- discuss the economic realities of seniors : budgeting for the long term ; review pensions, financial needs, savings, RRSP, fixed incomes
- explore demographic trends & implications : seniors working longer , being healthier longer
- identify the challenges of seniors:
 - Adjustments to retirement
 - Elder abuse
 - Myths of family (throughout)
 - Housing/transportation needs
 - Legal matters Wills/power of attorney, grandparent rights, putting into care, rights while in care
 - Access & right to care

Resources

Individuals and Families: Diverse Perspectives-

Chapter 12 Living the Dream

Chapter 13 Becoming Mature Adults

Chapter 14 Issues in Middle and Later Life

Web Links

Using search engine try key search words such as:

Vanier Institute of the Family

Statistics Canada

Senior Secretariat

Specific Curriculum Outcome 5.2

Students will be expected to demonstrate an understanding of the complexities of aging.

Suggestions for Assessment and Evaluation

Students can:

- create a play or other form of artistic presentation depicting the complexities of old age

Teacher can:

- assess student presentations for accuracy and comprehension

Strategies for Learning and Teaching

Teachers can:

- help students plan & execute a senior event (lunch, entertainment, visit)

Students can:

- conduct interviews/ research

What decisions in their youth have contributed to their longevity?

- debate Eric Erikson's 8 stages of Development
- illustrate the roles of seniors in families: elders , wisdom
- through interviews or short stories identify the cultural views of seniors
- create an Activities centre schedule for all ages of seniors
- create a magazine on Senior living
- create a new word for retirement
- describe what Employment might look like for seniors
- what is included in Gerontology
- discuss health needs of seniors: the trends and impact on Canadian society

Why is it important to maintain good social, mental and physical health in early – late senior years

- how might access & housing needs change
 - What is meant by Independent living for a senior? Compare & contrast with young adults.
- Identify the Needs of seniors: transportation, housing, medical plans, extended care insurance

What is the difference between right and privilege? Why do marketers provide benefits to seniors? Topics might include reduced rates, driving, discounts!

- What is Ageism
- Look at media & myths around aging

Resources

Individuals and Families: Diverse Perspectives-

Chapter 12 Living the Dream

Chapter 13 Becoming Mature Adults

Chapter 14 Issues in Middle and Later Life

Profiling Canada's Families IV: Families Count

Web Links

Using search engine try key search words such as:

Vanier Institute of the Family

Statistics Canada

Seniors retirement

Universal housing

Specific Curriculum Outcome 5.3

Students will be expected to recognize attitudes of families towards seniors depending on family dynamics and culture.

Suggestions for Assessment and Evaluation

Students can:

- reflect on observations and how they could improve perceptions

Teacher can:

- observe students in their relationships with seniors
- assess student reflections for empathy

Strategies for Learning and Teaching

Teachers can:

- provide opportunities for students to relate to seniors

Students can:

- describe the changing dynamic between seniors of the past and today's senior. Why is this changing?
- research culture through readings, videos or interviews
- how do we relate to seniors? How is that changing & why?
- observe relationships between seniors and their care givers

Resources

Individuals and Families: Diverse Perspectives-

Chapter 12 Living the Dream

Profiling Canada's Families IV: Families Count

Web Links

Using search engine try key search words such as:
Vanier Institute of the Family

Specific Curriculum Outcome 5.4

Students will be expected to identify the community supports for the aging family.

Suggestions for Assessment and Evaluation

Students can:

- create a directory of senior supports and services to be distributed in the community

Teacher can:

- assess student products before they are distributed to community
- observe student interactions with seniors

Strategies for Learning and Teaching

Teachers can:

- invite guest speakers who provide support for seniors: seniors helping seniors, financial planners, real estate, home care, VON, meals on wheels

Students can:

- volunteer in /for community agencies that support seniors
- interview a senior on their needs & challenges in securing support for those needs
- create a brochure or community service flyer or reference book
- design a senior assisted living facility
- research “ Elliott Lake” or similar retirement community for programs , services, organization
- research support systems: learning to access the system/ navigating the system. Who is responsible for care, cost & decisions? Being an advocate.
- identify and promote “social connects” – support groups, community connections
- propose ways seniors could use technology to close the distance gap

Resources

Community brochures, websites

Unit Outcome 6: Independent Study Project

Students will be expected to investigate and examine the impact of issues that affect families.

Specific Curriculum Outcome 6.1

Students will be expected to identify issues impacting families.

Suggestions for Assessment and Evaluation

Students can:

- prepare a proposal for their final project

Teacher can:

- review final project proposals for outcomes based content

Strategies for Learning and Teaching

Teachers can:

- brainstorm current issues that impact family life. Issues for one family may not be an issue for another. The factor that contributes to the issue being a challenge for a family is often the change factor. That is, the issue is either new to the family or it is an existing situation that has changed in its affects on the family. The project topic that students choose to research for their independent study should explore how the issue challenges how a family and its members cope or function as a result of change. Students can review their project topics and explore the impact of the change on various members of the immediate and extended family as examined through different lenses:

Relationships

Coping strategies that support and challenge family survival

Community support network

Career possibilities

Financial implications

Family dynamics, needs

Change in family dynamics because an issue precipitates that change.

Family Issues may include:

health,

finance,

affordable shelter,

accessing support,

education,

Job loss, joblessness

Poverty

homelessness

effect of separation / divorce

Dissolution of family

Death

Grieving : loss

Illness

Cost

Money management

Ecologically sustainable families

Economically sustainable – doing with less, asset rich, cash poor

Size of family circle (geographically)

Volunteers: being & recognizing

Identity

Diversity within the family – acceptance, recognition of individual differences
(through marriage, adoption)

Engage students in "two minute talks". For this exercise, students give a very brief, very informal presentation of their topic and a summary of what they have found so far. The audience is expected to give feedback using the Project response sheet

Students can:

Review their project topics and explore the impact of the change the students have chosen to explore on various members of the immediate and extended family as examined through different lenses:

Relationships

Coping strategies that support and challenge family survival

Community support network

Career possibilities

Financial implications

Students examine a family issue and the many components of it by hosting an intervention (this of course is a role play). Students would demonstrate who is impacted and how they are impacted. Students will also find ways to try and provide additional support to the person who needs the intervention. Students could follow the format of the show and could even try and explain how the person with the issue came to have that issue.

Resources

Individuals and Families: Diverse Perspectives-

Profiling Canada's Families IV: Families Count

Web Links

Using search engine try key search words such as:

Vanier Institute of the Family

Statistics Canada

Human Resources Services Canada

Specific Curriculum Outcome 6.2

Students will be expected to complete an independent study project on a family related issue that reflects an understanding of family dynamics and development.

Suggestions for Assessment and Evaluation

Students can:

- present their project in a mutually agreed upon format: research, play, music

Teacher can:

- interview the student to ascertain comprehension of the issue
- assess student projects based on a co-criteria rubric

Strategies for Learning and Teaching

Teachers can:

- share previous projects as examples of format and content

- provide guidelines as to content expected

Students can:

- include components from each of the previous modules: communication skills, economics, law, trends & implications within their community, community connections, aspects of technology, support systems within their community.

Co – criteria - Create a rubric that reflects inclusion of these aspects. Could use a blog or a discussion form in a moodle to collect the criteria.

- theme could be on “Change and Transition”

Resources

Individuals and Families: Diverse Perspectives-

Profiling Canada’s Families IV: Families Count

Web Links

Using search engine try key search words such as:

Vanier Institute of the Family

Statistics Canada

Human Resources Services Canada

Specific Curriculum Outcome 6.3

Students will be expected to reflect on and respond to issues shared by other students.

Suggestions for Assessment and Evaluation

Students can:

- participate in post presentation discussions
- complete reflections on selected projects of interest to them

Teacher can:

- assess students on class interactions during presentation
- use provided rubrics or co criteria for assessing projects

Strategies for Learning and Teaching

Teachers can:

- lead class discussions of presentations
- provide students with response forms and or reflection prompts

Students can:

- provide positive feedback for class presentations using form provided. This form could be used to reflect on various presentations throughout the course.

Resources

Individuals and Families Diverse Perspectives

