

*Catholic District School Board Writing Partnership*

Social Sciences and Humanities

# Course Profile

## **Parenting and Human Development**

Grade 12  
Workplace Preparation  
HPD4E

• *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

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Course Profiles are professional development materials designed to help teachers implement the new Grade 12 secondary school curriculum. These materials were created by writing partnerships of school boards and subject associations. The development of these resources was funded by the Ontario Ministry of Education. This document reflects the views of the developers and not necessarily those of the Ministry. Permission is given to reproduce these materials for any purpose except profit. Teachers are also encouraged to amend, revise, edit, cut, paste, and otherwise adapt this material for educational purposes.

Any references in this document to particular commercial resources, learning materials, equipment, or technology reflect only the opinions of the writers of this sample Course Profile, and do not reflect any official endorsement by the Ministry of Education or by the Partnership of School Boards that supported the production of the document.

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### **Acknowledgments**

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## **Course Overview**

### **Parenting and Human Development, HPD4E, Grade 12, Workplace Preparation**

**Policy Document:** *The Ontario Curriculum, Grade 11 and 12, Social Sciences and Humanities, 2000.*

**Prerequisite:** None

#### **Course Description**

This course prepares students for occupations involving older children, and for the responsibility of parenting, with emphasis on school-age children and adolescent children. Students will learn, through practical experience in the community, how early child development affects later development, success in school, and personal and social well-being throughout life, and how children and parents change over time. This course also develops students' skills in researching and investigating various aspects of parenting and human development.

#### **How This Course Supports the Ontario Catholic School Graduate Expectations**

The intent of this course is to prepare students for the role of parenting, whether as a personal or as a career choice. Through this preparation, students recognize that the role of parenting is formulated on the attitudes and values founded in Catholic social teachings. Whether this role is a personal or a career choice, it is entrusted with life that is to be nurtured, protected, and cherished. Students acknowledge the trust bestowed on a caregiver as one that requires the individual to act morally and legally as a person formed in Catholic faith tradition.

Students use and integrate the Catholic faith traditions as they investigate and analyse various aspects of parenting and human development affecting parents and individuals that work with children. Students learn to apply knowledge when making connections for themselves with their family, the community, and society, which contribute to the common good.

To maintain the principles of Catholic social teaching with regard to the "Dignity of the Human Person," accommodations must be made so students do not lose dignity because of disability, poverty, lack of success, linguistic diversity, race, level of ability or income. The teacher should foster a positive atmosphere accepting of the individual's uniqueness, values, and needs. There is a wide range of teaching/learning strategies that can be used to meet the needs of all students. The teacher is encouraged to modify and expand teaching strategies to accommodate learning styles.

#### **Course Notes**

The writers for the Public School Board and the writers for the Catholic School Board collaborated on the sequencing of units, number of units, and the general organization of the overall and specific expectations in this Course Profile.

It is strongly recommended that the teacher follow the order that the units are presented in this Course Profile because of the sequential nature of the learning. The overall concept of the course is to examine caregiving as both a life long commitment (parenting) and an occupational choice since this is a workplace-designated course. The course then proceeds to human development, family development, and responsible parenting and social structures as they affect parents and individuals that work with children. Social challenges (e.g., family breakdown, balancing work and family life, infant health problems, gender differences) are investigated throughout the course. This curriculum is designed to allow students to explore ideas and to make connections for themselves, with their family, the community, and society.

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This course has been designed to help students acquire the knowledge and skills required to meet employer expectations if they plan to enter the workplace directly following graduation. Students should be made aware of the fact that many of the positions that they may be interested in as a future career may require some postsecondary education (e.g., apprenticeships, training programs, or College programs).

Social science skills are introduced in the unit where they are first applied, and continue to be developed throughout the course. The overall and specific expectations are listed for each unit in the cluster where they are taught. For the developed unit, the overall and corresponding specific expectations are stated at the beginning of each activity within that unit. They may be repeated throughout the course to reinforce a particular concept.

Inclusiveness of all aspects of ethnicity, race, culture, and both genders is the cornerstone of this course. The teacher should review the school board policy on equity. There must be sensitivity to the variety of cultural, ethnic, and religious beliefs and customs that students have and respect these variations. Similarly, the teacher must be sensitive to the variety of socio-economic levels and family structures within their student body and be prepared to make adjustments to the learning experiences and resources as needed. This course deals with many sensitive issues with reference to children, families, and society. Such issues include the link between moral development, parental responsibilities, discipline, and balancing work and family, the influence of media, and the role of social services. The students' reactions to these issues must be anticipated and respected. The teacher should be prepared for potential disclosure and be willing to work with school counsellors who are able to provide referrals to the appropriate professionals or services within their community. The roles and the responsibilities that parents and individuals that work with children have in ensuring the well-being of children will be addressed.

When observing children in a practical setting, students need to be aware of confidentiality issues, appropriate discipline techniques, reporting of child abuse, and job expectations. The teacher should consult the board policy document with reference to the expectations that are to be followed for observations and job shadowing. Health and safety considerations relate to the physical and personal well-being of students in class, in community-based learning activities, and in the workplace. Teachers must take all reasonable steps to ensure the health and safety of students, helping them understand the importance of health and safety issues and the need to assume responsibility for their own safety and the safety of others. The safe use of all equipment and materials required for this course will be taught prior to their use.

The suggested hours for the units and clusters are guidelines; individual teachers may wish to adjust the timelines to meet the needs of the students, school, and/or community.

Although this course was written for adolescents in Grade 12, this course could be adapted for adult students.

### **Units: Titles and Time**

Unit 1	Caregiving: Parenting and Career Choice	25 hours
Unit 2	Understanding Human Development	20 hours
Unit 3	Understanding Family Development	20 hours
* Unit 4	Responsible Parenting	25 hours
Unit 5	Social Structures: Their Impact on Children and Families Within the Community	20 hours

\* This unit is fully developed in this Course Profile.

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## Unit Overviews

### Unit 1: Caregiving: Parenting and Career Choice

**Time:** 25 hours

#### Unit Description

Students examine caregiving as both a life long commitment (parenting) and an occupational choice while acknowledging the important role of family in society. Students focus on parenting the school age child and adolescent, both in and outside of the home. As families progress through the different stages of the life cycle, parenting responsibilities are also changing. Students investigate these changes in relation to decision making, learning and social and emotional development that provides meaning, fulfilment, and dignity as Christians. Students also explore early nutrition and long-term growth. Through the exploration of job opportunities, students make decisions regarding careers.

#### Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1 5 hours	HDV.01, ISV.01, HD1.03, IS1.03 CGE2a, CGE5b, CGE5c, CGE6c	Knowledge/Understanding Thinking/Inquiry Communication Application	Healthy Beginnings: Community Resources
2 5 hours	HDV.02, ISV.01, ISV.02, ISV.03, HD2.02, HD2.03, IS1.02, IS2.03, IS2.04 CGE1b, CGE2c, CGE6a	Knowledge/Understanding Application	Social and Emotional Development
3 5 hours	SCV.02, SC2.03 CGE1d, CGE6c	Knowledge/Understanding Thinking/Inquiry	Education: Interaction of Schools and Family
4 5 hours	PRV.01, PR1.01, PR1.02, PR1.03 CGE4a, CGE4e, CGE4f, CGE4g	Knowledge/Understanding Thinking/Inquiry Communication Application	Encouraging Decision- Making Skills
5 5 hours	FLV.04, PRV.02, SCV.04, ISV.01, ISV.02, ISV.03, FL4.01, FL4.02, FL4.03, PR2.05, SC4.04, IS1.01, IS1.02, IS1.03, IS2.01, IS2.02, IS2.03, IS2.04 CGE2b, CGE2c, CGE4a, CGE5h	Knowledge/Understanding Thinking/Inquiry Communication Application	Job Opportunities: Working with Children and Families

### Unit 2: Understanding Human Development

**Time:** 20 hours

#### Unit Description

The focus of this unit is human development. Students gain an understanding of the components of human development from its earliest beginnings relating to prenatal care and development through growth of the individual. These components (social, emotional, moral, and intellectual) of human development are grounded in Catholic social teachings and traditions. As students increase their understanding of human development, they also recognize the role family plays in the faith development of the individual.

### Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1 5 hours	HDV.01, ISV.02, ISV.03, HD1.01, HD1.02, HD1.03, IS1.03, IS2.03 CGE2b, CGE3c, CGE5f, CGE5g, CGE7a, CGE7d	Knowledge/Understanding Thinking/Inquiry Communication	Prenatal Care and Development
2 5 hours	HDV.02, HD2.01, HD2.04, HD2.05 CGE1h, CGE2b, CGE2d	Knowledge/Understanding Communication Application	Influences on Emotional and Social Development in Children and Adolescents
3 5 hours	HDV.03, HD3.01, HD3.02, HD3.03, HD3.04, HD3.05 CGE2c, CGE2e, CGE4f	Knowledge/Understanding Communication Application	Encouraging Intellectual Development
4 5 hours	HDV.04, HD4.01, HD4.02, HD4.03, HD4.04 CGE1d, CGE1h, CGE1i, CGE3d, CGE7a, CGE7b	Knowledge/Understanding Thinking/Inquiry Communication Application	Stages of Moral Development

### Unit 3: Understanding Family Development

**Time:** 20 hours

#### Unit Description

This unit addresses various family forms and patterns within the family life cycle. Students identify factors that affect the timing of children in families (e.g., career goals, financial situation, housing accommodations, cultural traditions, etc.). As well, they explore and explain the challenges and stresses that parents face as their family patterns change (e.g., crowding, sibling rivalries, stress, strained resources, etc.). In dealing with these stresses and challenges, students recognize that families can draw on their faith for strength and support.

#### Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1 5 hours	FLV.01, FL1.02, FL1.03 CGE1h, CGE2b, CGE4e, CGE4f	Knowledge/Understanding Communication	Family Forms and Patterns
2 5 hours	FLV.01, FL1.01, FL1.02, FL1.04 CGE2b, CGE6c	Knowledge/Understanding Thinking/Inquiry Communication	Family Life Cycle: Stages and Transitions
3 5 hours	FLV.03, FL3.01, FL3.02 CGE1d, CGE1h, CGE1i	Knowledge/Understanding Communication Thinking/Inquiry Application	The Expanding Family
4 5 hours	FLV.02, ISV.01, ISV.02, FL2.01, FL2.02, IS1.02, IS1.03 CGE6a, CGE6b, CGE6c	Knowledge/Understanding Communication Thinking/Inquiry Application	Changing Needs of Families Over Time

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## Unit 4: Responsible Parenting

**Time:** 25 hours

### Unit Description

Students realize the importance responsible parenting has towards the further growth and development of the child and adolescent. Students focus on issues surrounding responsible parenting. They recognise that as future caregivers, who are formed in Catholic faith traditions, they are called to guide children and to encourage them to be responsible members of society. This involves encouraging healthy food habits, age-appropriate behaviour, communication, and conflict resolution that respects the dignity and welfare of each family member. Students maintain a journal throughout this unit to reflect on their own development of healthy food habits, age-appropriate behaviour, communication skills, conflict resolution skills, and self-discipline that have contributed to their own formation as a member of a Catholic family.

### Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1 5 hours	PRV.02, ISV.01, ISV.02, ISV.03, PR2.01, PR2.02, PR2.03, PR2.04, IS1.01, IS2.02 CGE2b, CGE5c, CGE6c, CGE7d	Knowledge/Understanding Communication Thinking/Inquiry Application	Nutrition: Children and Adolescents
2 6 hours	PRV.03, ISV.01, ISV.02, ISV.03, PR3.01, PR3.02, PR3.03, IS1.02, IS2.01, IS2.03, IS2.04 CGE1h, CGE4a, CGE6c, CGE7a, CGE7g	Knowledge/Understanding Communication	Age-Appropriate Behaviour
3 6 hours	PRV.04, PR4.01, PR4.02 CGE2a, CGE3c, CGE4f, CGE4g	Knowledge/Understanding Application Communication Thinking/Inquiry	Role of Communication
4 4 hours	PRV.04, PR4.03 CGE2a, CGE4a, CGE7c	Knowledge/Understanding Communication Thinking/Inquiry Application	Managing Family Conflicts and Self-Discipline
5 4 hours	PRV.04, PR4.04 CGE5e, CGE6a, CGE7b	Knowledge/Understanding Communication Thinking/Inquiry Application	Encouraging Self-Discipline

## Unit 5: Social Structures: Their Impact on Children and Families Within the Community

**Time:** 20 hours

### Unit Description

The social structures seen in society have a strong impact on the development of children and families that can be either positive or negative. Through the investigation of Catholic social services, as well as other agencies, students recognise the support and assistance these services offer children and their families. Students also understand that the church is an integral partner in offering this support. It is through the church that we are called to protect and cherish life. Students explore strategies that aid in balancing work and family life.

### Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1 5 hours	FLV.02, SCV.04, ISV.01, ISV.02, FL2.03, SC4.01, SC4.02, SC4.03, IS1.02, IS1.03, IS1.04 CGE6a, CGE6e	Knowledge/Understanding Communication Thinking/Inquiry	Investigating Social Services
2 5 hours	SCV.03, SC3.01, SC3.02, SC3.03 CGE1e, CGE2a, CGE2e, CGE7e, CGE7h, CGE7j	Knowledge/Understanding Communication Application Thinking/Inquiry	Media Influences on Children and Families
3 5 hours	SCV.02, SC2.01, SC2.02 CGE2b, CGE2c	Knowledge/Understanding Communication	The Roles That Schools Play in the Lives of Children and Families
4 5 hours	SCV.01, SC1.01, SC1.02, SC1.03 CGE2a, CGE2c, CGE4b, CGE4g	Knowledge/Understanding Communication Application Thinking/Inquiry	The Balancing Act: Family and Work

### Teaching/Learning Strategies

There will be times during this course that the teacher will want to reinforce the classroom learning through practical activities. Several strategies have been recommended that involve various sectors of the local community to assist with practical activities. Demonstrations, instructions, and specific techniques are taught to ensure the student's safety prior to involvement in these practical activities. Students need to be aware of the expectations and responsibilities they have when observing, job shadowing, or interacting with children. As well, students review the proper techniques required for setting-up, implementing, and administering surveys or interviews. Practical experiences and simulations related to the real world provide opportunities for students to explore and expand their ability to interact with children on both a professional and personal level.

As a workplace preparation course, the teaching/learning strategies emphasize the reinforcement of critical thinking and problem-solving skills as related to the workplace. Social science research skills are integrated throughout the course. A variety of teaching/learning strategies are encouraged to enable students to meet the course expectations. Some examples of strategies that could be used in this course include: brainstorming, case studies, child observations, class discussion, collaborative/cooperative learning, computer-assisted learning, demonstrations, homework, interactions with children, interviews, issues-based analysis, job shadowing, mind mapping, note making, presentations, problem-solving strategies and models, reflective writing, report writing, role playing, simulation games, skits, social science research, Socratic lessons, student/teacher conferencing, and viewing and analysing TV programs and/or videos related to working and living with children. The teacher may wish to include a culminating activity such as career portfolio, observation journal, or reflective journal. This list is in no way inclusive of all of the appropriate teaching/learning strategies available for the teacher to use in the classroom.

The teacher should review the school board policy with reference to the use of the Internet prior to using the Internet as a teaching/learning strategy. There are many websites listed as teacher and/or student resources. While all websites have been thoroughly investigated and were current at the time of publication, the teacher should preview websites prior to student use. The teacher may also find it useful to develop a guideline to assist students with assessing the quality of Internet information.

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## Assessment & Evaluation of Student Achievement

The improvement of student learning is the primary purpose of assessment and evaluation. It must be aligned with the assessment and evaluation principles of *Program Planning and Assessment, 2000*. Assessment and evaluation, which reflects the four categories of the Achievement Chart for Social Science, are incorporated in this course.

Students must be provided with numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations, across all four categories of the achievement chart. Some examples of strategies are paper-and-pencil tests, performance tasks, presentations/multimedia presentations, checklists, research projects, portfolios, verbal feedback, critiques, formal/informal teacher observations, teacher conferencing, reports/reflections of student observations, logs, simulation games. Examples of assessment tools are criterion-referenced checklists, criterion referenced marking schemes, rubrics, anecdotal comments, and suggestions for improvement.

Methods of evaluating student achievement are as follows:

*Diagnostic:* occurs at the beginning of a term, a unit of study or whenever information about prior learning is useful.

*Formative:* during learning; ongoing feedback to the teacher and students about quality of learning and the effectiveness of instruction.

*Summative:* usually carried out at the end of a learning process; will contribute to the final grade.

Seventy per cent of the grade is based on assessments and evaluations conducted throughout the course. Thirty per cent of the grade is based on the final evaluation in the form of an examination, performance task, essay, and/or other methods of evaluation. It should be suitable to the course content, and it is to be administered towards the end of the course. The final evaluation could include one or more of the following: written examination, oral examination, oral report or presentation, social science research project, and/or case study application.

## Accommodations

The teacher should consult Individual Education Plans (IEPs) for exceptional students for specific direction on accommodation for individuals and their unique learning characteristics. The teacher needs to use the most appropriate methods and materials to help students achieve the expectations as outlined in their IEPs. The teacher must also be cognizant of the needs of the ESL/ELD student in their classroom and make the appropriate adjustments to their teaching/learning strategies.

Accommodations for exceptional students may include:

- changing the time requirements for completing assignments or assessment tasks;
- adapted approaches to assessment:
  - oral testing;
  - written tests designed to suit the reading and writing levels of the student;
- conferencing/discussion:
  - student-to-student discussion and teacher-to-student discussion to encourage confidence and motivation;
  - oral and/or recorded reporting of assignments;
- providing a quiet environment so that assessment may take place;
- simplifying test instructions and the language of questions;
- providing for the use of scribes, tape recorders, typewriters, or word processors, or allowing oral responses;
- allowing students to retake classroom tests or redo classroom assignments to improve their performance;
- providing alternative homework assignments;

- basing classroom assessment on the full range of students' work (e.g., portfolios, interviews, demonstrations, dramatizations, journals, peer evaluations, self-evaluations);
- project modification;
- incorporating task modifications (e.g., fewer/more websites, sources, informational items);
- peer tutoring;
- adapted handouts:
  - larger, easy-to-read font;
  - modified (simplified/advanced) in terms of language and content provided;
- in activities where observation of children is required, alternate arrangements could be made for students with behaviour or mobility challenges (e.g., observing behaviour in a video, travelling with another student).

Gifted Accommodations may include:

- providing students with opportunities to explore a self-selected topic in-depth, teaching skills related to effective independent inquiry;
- allowing students to teach the class about an area of interest;
- developing decision-making skills and problem-solving skills;
- providing opportunities for open-ended inquiry;

Adaptation of the course for ESL/ELD students should reflect the knowledge and skills, which these students possess. These students may need extra support to acquire basic literacy skills and academic concepts.

## Resources

The resources that may be used for the entire course are listed below. Both general and specific resources for Unit 1 are listed here. The writers have tried to offer a variety of suggested resources that could be used in this course. It is not expected that a teacher would use all of the resources listed. The URLs for the websites were verified by the writers prior to publication. Given the frequency with which these designations change, the teacher should always verify the websites prior to assigning them for student use.

Units in this course profile make reference to the use of specific texts, magazines, films, videos, and websites. The teacher needs to consult their board policies regarding use of any copyrighted materials. Before reproducing materials for student use from printed publications, the teacher needs to ensure that their board has a Cancopy licence and that this licence covers the resources they wish to use. Before screening videos/films with their students, teachers need to ensure that their board/school had obtained the appropriate public performance videocassette licence from an authorized distributor, e.g., Audio Cine Films Inc. The teacher is reminded that much of the material on the Internet is protected by copyright. The copyright is usually owned by the person or organization that created the work. Reproduction of any work or substantial part of any work on the Internet is not allowed without the permission of the owner.

## Course Development Resources

*Blueprints: A Resource Tool for Writing Catholic Secondary School Course Profiles.* Catholic Curriculum Cooperative, Central Region.

*Choices into Action: Guidance and Career Education Program Policy for Ontario Elementary and Secondary Schools, 1999.*

*Educating the Soul: Writing Curriculum for Catholic Secondary Schools.* Toronto: Institute for Catholic Education, 1998. ISBN 0-9699178-5-6

*The Ontario Curriculum, Grades 11 and 12, Social Sciences and Humanities, 2000.*

*The Ontario Curriculum, Grades 9 to 12, Program Planning and Assessment, 2000.*

*Ontario Secondary Schools, Grades 9 to 12, Program and Diploma Requirements, 1999.*

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## Associations/Organizations

Health Canada – Focus on Children – Six to Twelve Years

Dairy Farmers of Ontario – Food picture cards

Public Health Dietician – contact local health unit to obtain nutrition related resources

## Books

Bailey, Cindy. *Start-Up Multiculturalism: Integrate the Canadian Cultural Reality in Your Classroom*. Markham: Pembroke Publishers, 1991. ISBN 1-921217-63-3 (ESL Resource)

Bennet, Holly and Teresa Pitman. *Steps and Stages from 6 to 8: The Early School Years*. Toronto: Key Porter Books, 1998. ISBN 1550139746 (Paperback)

Benson, Peter L., Judy Galbraith, and Pamela Espeland. *What Kids Need to Succeed: Practical Ways to Raise Good Kids*. Minneapolis: Free Spirit Press, 1998.

Bergmann, Carolyn. *Are You Losing Control? The Common Sense Guide to Parenting Teens*. North Delta, B.C.: Cracking Communications, 2000. ISBN 0968629709

Bibby, Reginald W. *Canada's Teens: Today, Yesterday, and Tomorrow*. Toronto: Stoddart, 2001. ISBN 0773761810 (Paperback)

Boyden, Jo. *Families: Celebration and Hope in a World of Change*. London: UNESCO, 2000. ISBN 1-85675041-8

Brisbane, Holly E. *The Developing Child Understanding Children and Parenting*, 8th ed. Peoria, Illinois: Glencoe McGraw-Hill, 2000.

Brisbane, Holly E. *The Developing Child*, Teacher's Wraparound Edition. New York: Glencoe/McGraw Hill, 1997. ISBN 0-02-647731-9

*Catechism of the Catholic Church*. Ottawa: Canadian Conference of Catholic Bishops, 1994. ISBN 0-88997-281-8

Chud, Gyda and Ruth Fahlman. *An ESL Handbook for Educators*. Vancouver: Pacific Educational Press, 1992. ISBN 0-88865-047-7 (ESL Resource)

Cobb Anderson, Vienna. *Prayers of Our Hearts*. New York: Crossroads Publishing, 1992.

Coloroso, Barbara. *Kids Are Worth It! Giving Your Child the Gift of Inner Discipline*. Toronto: Somerville House Publishing, 1994. ISBN 0-921051-74-3HC

*Company's Coming for Kids – Lunches Eat In – Take Out*. Edmonton, Alberta: Company's Comping Publishing Limited, 1998. ISBN 1-896891-36-5

Conway, John F. *The Canadian Family in Crisis*. Toronto: James Lorimer and Company, 1997.

Cowan, Anton (nihil obstat) and Rt. Rev. John Crowley (imprimatur). *The New Jerusalem Bible*, Standard Edition. Toronto: Doubleday, 1998. ISBN 0-385-493-207

Dinkmeyer, Don Sr., et al. *Parenting Young Children: Systematic Training for Effective Parenting (STEP) of Children Under Six*. Circle Pines, Minnesota: American Guidance Service, 1997. ISBN 0 679777970

Dinkmeyer, Don Sr., et al. *The Parent's Handbook: Systematic Training for Effective Parenting*. Circle Pines, Minnesota: American Guidance Service, 1997. ISBN 0 679777989

Dinkmeyer, Don Sr., et al. *Parenting Teenagers: Systematic Training for Effective Parenting of Teens*. Circle Pines, Minnesota: American Guidance Service, 1998. ISBN 0 812930142

Faber, Adele and Elaine Mazlish. *How to Talk So Kids Can Learn at Home and in School*. New York: Fireside, 1996. ISBN 0-684-82472-8 (Paperback)

Glencoe/McGraw Hill. *Observing and Participation With Children*. New York: Glencoe/McGraw Hill, 1997. ISBN 0026477343

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- Gordon, Thomas. *Discipline That Works: Promoting Self-Discipline in Children*. New York: Plume Publishing, 1991. ISBN 0452266432
- Hannaford, Carla, Ph.D. *Smart Moves, Why Learning is Not All in Your Head*. Arlington, Virginia: Great Ocean Publishers, 1995. ISBN 0-915556-27-8
- Harper, Mark, et al. *Quality Assessment: Fitting the Pieces Together*. The Educational Services Committee OSSTF, 1999. ISBN 0-920930-47-6
- Herr, Judy. *Working With Young Children*. Toronto: Irwin Publishing Company, 1998. ISBN 1-56637-3905
- Herr, Judy. *Working with Children*. Toronto: Irwin Publishing 1998. ISBN 1-56637-3891
- Herr, Judy. *Working With Young Children: Observation Guide*. The teacher's Resource Guide. Tinley Park, Illinois: The Goodheart-Willcox Company, Inc., 1998. ISBN 1-56637-390-5
- Hildebrand, Verna. *Parenting Rewards and Responsibilities*, 6th ed. Peoria, Illinois: Glencoe McGraw-Hill, 2000. ISBN 0-02-647385-2
- Jenson, Eric. *Teaching with the Brain in Mind*. Alexandria, Virginia USA: Association for Supervision and Curriculum Development, 1998. ISBN 0-87120-299-9
- Johnson, Leona. *Strengthening Family and Self*. Toronto: Irwin Publishing Company, 1998.
- Kids Cook! Bag Lunches*. Edmonton, Alberta: Company's Coming Publishing Limited, 2000. ISBN 1-896891-43-8
- Kids Cook! Weekend Treats*. Edmonton, Alberta: Company's Coming Publishing Limited, 2000. ISBN 1-896891-46-2
- Klein, Diane, M. and Deborah Chen. *Working with Young Children from Culturally Diverse Backgrounds*. Scarborough, Ontario: Nelson Thomson Learning (Delmar Publishers), 2001. ISBN 0766821063
- Kowtaluk, Helen and Alice Orphanos Kopan. *Food for Today*, 7th ed. New York: Glencoe/McGraw Hill, 2000. ISBN 0-02-643048-7 (Student Text)
- Kowtaluk, Helen and Alice Orphanos Kopan. *Food for Today*, 7th ed. New York: Glencoe/McGraw Hill, 2000. ISBN 0-02-643049-5 (Teacher's Wraparound Edition)
- Langlois, Christine. *Raising Great Kids 6 to 12*. Canadian Living Telemedia Communications Inc., 1999. ISBN 0345398793
- Langlois, Christine. *Understanding Your Teen Ages 13 to 19*. Toronto: Canadian Living Telemedia Communications Inc., 1999. ISBN 0345398807
- Lefrancois, Guy R. *Psychology for Teaching*, 9th ed. Belmont, Ca.: Wadsworth Publishing, 1997. ISBN 345-39858-0
- Marrocco, Nancy. *Homemade Christians: A Guide For Parents of Young Children*. Ottawa: Saint Paul University, 1992.
- Marsh, Peter, ed. *Eye to Eye, How People Interact*. Topsfield Massachusetts: Salem House Publishers, 1988. ISBN 0-88162-371-7
- Martin, Sue. *Take a Look: Observation and Portfolio Assessment in Early Childhood*, 2nd ed. Don Mills, Ontario: Addison-Wesley, Longman, Ltd., 1999. ISBN 0-201-39602-5
- McKay, Gary D., et al. *Raising Responsible Kids in a Rude World: Teaching Your Children the Power of Mutual Respect and Consideration*. California: Prima Publishing, 2001. ISBN 0-7615-2811-3
- Ontario College of Catholic Bishops. *Turning Points: Readings in Family Life Education*. Toronto: Prentice Hall Ginn, 1997.
- Parenting in a Culturally Diverse Society*. Ottawa: Parent Resource Centre. Parenting Young Children. STEP, 1997.

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Phelan, Thomas. *1-2-3 Magic: Effective Discipline for Children 2-12*. Child Management, 1996. ISBN 0963386190

Ryder, Verdene. *Parents and Their Children*. Toronto: Irwin Publishing Company, 1995.

Sasse, Connie R. *Families Today*. New York: Glencoe/McGraw-Hill, 2000. ISBN 0-02-643279-1 (Student Edition)

Sasse, Connie R. *Families Today*. New York: Glencoe/McGraw-Hill, 2000. ISBN 0-02-643279-X (Teacher's Wraparound Edition)

*Services for Children: Guide to Government of Canada Services for Children and their Families*. Ottawa: Minister of Public Works and Government Services, 2001. ISBN 0-662-65590-7

Sheedy-Kurcinka, Mary. *Raising Your Spirited Child*. New York: Harper Collins Publishers, 1998. ISBN 0-06-016361-5

Stephens, Karen. *The Child Care Professional*. New York: Glencoe McGraw-Hill, 1999. ISBN 0-02-642878-4

Shore, Kenneth. *Keeping Kids Safe: A Guide for Parents of Toddlers and Teens-and All the Years in Between*. New Jersey: Prentice Hallpress, 2001. ISBN 0-7352-0214-1

### **Computer Software**

Canadian Diabetes Association. *Food Smart Your Guide to Healthy Eating... (for Windows)*. North Vancouver, British Columbia: Sasquatch Software Corporation, 1996-1997. Key Code 1063700905 One component of this computer program is to complete a caloric and nutrient analysis of an individual's food intake.

*FoodFocus Nutritional Analysis Software version 4.3*. Winnipeg: FoodFocus, 1999.  
(email: [vprowse@foodfocus.com](mailto:vprowse@foodfocus.com))

### **Current Newspapers and Magazines**

*Canadian Living*  
*Chatelaine*  
*Canadian Family*  
*Parenting Today*  
*Today's Parent*  
*Transition*

### **Journals**

*Journal of Family Communication*. Norfolk, VA.: Old Dominion University Press, 2001, Volume 1 and 2.

Balla, Marion. "Communication: The Road to Connection in Families." *Transition Magazine*, June 1988, Volume 28, #2.

### **Periodicals/Articles**

Adolescence (13 to 18 years old) (Fast sheet#9) – [www.cfc~efc.ca/docs/vocfc/00000799.htm](http://www.cfc~efc.ca/docs/vocfc/00000799.htm)

Developmental Stages, Theories of (Kolberg)  
– [www.dindarticles.com/cfdls/g2699/0000/2699000096/pl/article.jhtml](http://www.dindarticles.com/cfdls/g2699/0000/2699000096/pl/article.jhtml)

Helping Children Respect and Appreciate Diversity (Resource Sheet #35)  
– [www.cfc~efc.ca/dpcs/cccf/re035\\_en.htm](http://www.cfc~efc.ca/dpcs/cccf/re035_en.htm)

Kkohlberg's Theory of Moral Reasoning  
– [www.findarticles.com/cf\\_dls/g2699/0000/2699000096/pl/article.jhtml](http://www.findarticles.com/cf_dls/g2699/0000/2699000096/pl/article.jhtml)

Middle Childhood (6-12 years old) – [www.cfc~efc.ca/docs/vocfc/00000798.htm](http://www.cfc~efc.ca/docs/vocfc/00000798.htm)

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Understanding Children's Behaviour: The Key to Effective Guidance  
– [www.cfc~efc.ca/docs/cdccb/00009\\_en.htm](http://www.cfc~efc.ca/docs/cdccb/00009_en.htm)

Ziwica, Kristine. "Smart Foods." Parenting (Special Edition Fall 1999):91

## Videos

*Careers in Child Development*. Meridian Education Corporation.

Coloroso, Barbara. *Winning at Parenting... Without Beating Your Kids*. Littleton, Colorado: Pannonia International Film, 1989. Available through Kids Are Worth It! Post Office Box 621108, Littleton, Colorado, 80162 USA. Phone 1-800-729-1588

*Body Language: An Introduction to Non-Verbal Communication*. Learning Seed. McIntyre Media Limited. 1994. #200037-61Z1

*By Way of the Family*. Ontario Conference of Catholic Bishops. 1994.

*Disciplining Kids: Without Screaming or Scolding*. The Learning Seed, 1996. 20 min.

*Gender Communication*. "She Talks, He Talks." Illinois: The Learning Seed, 1994. 22 min.

*Growing Up in Video World: Media and the Developing Child*. 2001. (Learning Seed) McIntyre Media

*Exploring and Learning*. (Magna Systems, Inc.) McIntyre Media, 2001. #520036-61R2

*Exploring Healthy Relationships*. (Human Relations Med.) McIntyre Media, 2001. #6500239-61R2

*Five and Six Year Olds*. (Learning Seed) McIntyre Media, 2002. #200136-61R2

*Healthy Relationships*. (Cambridge Educational) McIntyre Media, 2000. #010230-61R2

*Learning to Communicate: Student Workshop*. (Grades 2-4) (Sunburst) McIntyre Media, 2001  
#520038-61R2

*Parenthood*. Imagine Entertainment, 70 Universal City Plaza, Universal City, CA 91608. 1989.

*Men, Women, and the Sex Difference: Boys and Girls are Different*. Films for the Humanities and Sciences, P.O. Box 2053, Princeton, NJ, 08543-2053, USA. Catalogue number FJA6239.

*Raising Responsible Children*. Fort Erie: Houghton Mifflin Co., Sunburst Division, 2000. 47 min.

*Reading People: The Unwritten Language of the Body*. Learning Seed. McIntyre Media Limited, 1997.  
#200091-61Z1

*Responsible Kids in School and At Home*. 4201 Woodland Road, Circle Pines, Minnesota, American Guidance Services, 1998. #AC18040 (set of six videos)

*Stepmom*. Columbia Pictures Industries Inc., 10202 W. Washington Blvd., Culver City, California, 90232-3195. 1998.

*The Art of Listening*. Learning Seed. McIntyre Media Limited, 2000. #158

*Valuing Diversity: Multicultural Communication*. Learning Seed. McIntyre Media Limited. 1997.  
#200051-61Z1

*The Intelligence of Play*. – [www.touchthefuture.com](http://www.touchthefuture.com)

*Working Parents*. "Balancing Kids and Careers." Illinois: The Learning Seed, 1992. 25 min.

*Working With Children*. 2000. Meridian Education Corporation.

## Websites

ABC's of Parenting – [www.abcparenting.com/](http://www.abcparenting.com/)

The Bible Gateway – [www.gospelcom.net/bible](http://www.gospelcom.net/bible)

Calgary Health Region – [www.crha-health.ab.ca/hlthconn/items/dris.htm](http://www.crha-health.ab.ca/hlthconn/items/dris.htm)

Canadian Conference of Catholic Bishops – [www.cccb.ca](http://www.cccb.ca)

Canadian council on Social Development – [www.ccsc.ca](http://www.ccsc.ca)

Canadian Home Economics Association – [www.chea-acef.ca](http://www.chea-acef.ca)

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Canadian Institute of Child Health – [www.cich.ca](http://www.cich.ca)  
Canadian Living: Your Family Magazine – <http://www.cich.ca>  
Canadian Paediatric Society – [www.cps.ca](http://www.cps.ca)  
Career Cruising – [http://www.careercruising.com/home/f\\_trial.html](http://www.careercruising.com/home/f_trial.html)  
Career Development Software – <http://www.careerware.com/>  
Catholic Canada – [www.catholiccanada.com](http://www.catholiccanada.com)  
The Catholic Goldmine – [www.catholicgoldmine.com](http://www.catholicgoldmine.com)  
Centres for Families, Work and Well-Being – [www.uoguelph.ca/cfww](http://www.uoguelph.ca/cfww)  
Charter of the Rights of the Family, Holy See, 1983. – [www.Vatican.va](http://www.Vatican.va)  
follow links: English, Jubilee of the Family, related documents)  
Child and Family Canada – <http://www.cfc-efc.ca/child-care/directory.htm>  
Childcare Resource and Research Unit – [www.childcarecanada.org](http://www.childcarecanada.org)  
Child Development Website – [www.idealists.com/children/cdw.htm/](http://www.idealists.com/children/cdw.htm/)  
Child Welfare League – <http://www.cwla.org/>  
Children’s Aid Society of Toronto – <http://www.casmt.on.ca>  
Educational Guidance in Human Love: Outlines for Sex Education, Sacred Congregation for Catholic Education, Rome 1983. – [www.vatican.va](http://www.vatican.va)  
Employability Skills 2000+Profile – <http://www.conferenceboard.ca/default2.html>  
Family Life Education for Secondary Students: A Message to the Catholic Education Community, Ontario Conference of Catholic Bishops, 1996. – [www.ocflen.on.ca](http://www.ocflen.on.ca)  
Families and Work Institute – [www.familiesandwork.org](http://www.familiesandwork.org)  
Health Canada – <http://www.hc-sc.gc.ca/>  
Kids Help Phone/Kids Help Foundation – <http://kidshelp.sympatico.ca>  
Links for Thinking Christians – <http://leonard.acu.edu.au/~ajl404/chlinks.htm>  
Ministry of Community and Social Services – Child Care Programs – <http://gov.on.ca/CSS>  
National Anti-Poverty Organization – [www.napo-onap.ca](http://www.napo-onap.ca)  
National Council of Women of Canada – [www.ncwc.ca/](http://www.ncwc.ca/)  
National Occupation Classification (NOC) and Career Handbook – Human Resources Canada (HRDC) – [www.worklogic.com:81/noc/](http://www.worklogic.com:81/noc/)  
Queen’s International Institute on Social Policy – [www.qiisp.com/](http://www.qiisp.com/)  
Ontario Conference of Catholic Bishops – [www.ocflen.on.ca](http://www.ocflen.on.ca)  
Ontario Home Economics Association – [www.ohea.on.ca](http://www.ohea.on.ca)  
Ontario Human Rights – [www.ohrc.on.ca](http://www.ohrc.on.ca)  
Parent-Child relationships – <http://www.hc-sc.gc.ca/hppb/familyviolence/pdfs/parepar.pdf>  
Scholastic Parent & child: The Learning Link Between Home & School – [www.scholastic.com/smartparenting/parentandchild/index.htm](http://www.scholastic.com/smartparenting/parentandchild/index.htm)  
The Aboriginal Youth Network – [www.aynca](http://www.aynca)  
The Canadian Dietetic Association – [www.dietitians.ca/](http://www.dietitians.ca/)  
The Canadian Society for the Prevention of Cruelty to Children – [www.empathicparenting.org](http://www.empathicparenting.org)  
(especially the last section of the Certificate for Parenting)  
The Council of Canadian Child and Youth Care Associations – [www.geocities.com/NapaValley/3650/CCCYCA.html](http://www.geocities.com/NapaValley/3650/CCCYCA.html)  
The United Nations Human Rights Charter – [www.unhchr.ch](http://www.unhchr.ch)

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Theological and Religious Studies Home Page/Christian Social Justice

– [www.acusd.edu/theo/justice/themes.htm](http://www.acusd.edu/theo/justice/themes.htm)

Theology Library in the Spirit of Vatican II – [www.mcgillvt.k12.al.us/jerryd/cathmob.htm](http://www.mcgillvt.k12.al.us/jerryd/cathmob.htm)

Today's Parent – [www.todayparent.com](http://www.todayparent.com)

The Vanier Institute of the Family – [www.vifamily.ca](http://www.vifamily.ca)

UNICEF website – [www.unicef.ca](http://www.unicef.ca)

Vatican – [www.vatican.va](http://www.vatican.va) (Official Teachings of the Catholic Church, Jubilee of Families, Catechism, Charter of the Rights of the Family)

Voices for Children – [www.voices4children.org/](http://www.voices4children.org/)

– [www.georgetown.edu/faculty/tannend/](http://www.georgetown.edu/faculty/tannend/)

website reviews and discusses work of Deborah Tannen on gender differences in communication.

– <http://twist.lib.uiowa.edu/genroles/syllabus.html>

examines gender roles in communication.

– <http://www.ccma.ca/ccma/aboutmon.htm>

website that outlines philosophy and history of Montessori education.

– <http://www.cyberparent.com/books/123magicphelan.longbook.htm>

review and summary of book by Thomas Phelan

## **Human Resources**

Hospital dietician

nurse

Nutritionist

Daycare dietician/nutritionist

School library staff

School administrator

Chaplain

Community: parenting expert, day-care or child-care worker

Catholic Family Services representative

Child and youth worker or social worker

## **OSS Considerations**

The Parenting and Human Development course is described in *The Ontario Curriculum, Grades 11 and 12, Social Sciences and Humanities, 2000*. It is designated as a workplace program with a set of expectations suitable for students preparing to go directly to the Workplace Preparation course or to an apprenticeship or other training program. With reference to the requirements for the Ontario Secondary School Diploma, students can use the course as an additional compulsory credit or as one of the twelve optional credits. The practical aspect of Parenting and Human Development will provide students with the knowledge and skills needed for working with children as well as living satisfying and productive lives as independent and responsible members of society.

This workplace course allows students to broaden their knowledge of working and living with children; thus, benefiting themselves, their families, and their community. Through a variety of learning activities, students have many opportunities to further develop their research, critical thinking, communication, interpersonal, and practical skills. In learning to critically analyse issues that deal with working and living with children, students are prepared to be active in society by promoting a just, equal, and compassionate environment for all peoples.

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This course allows students the opportunity to enhance their tolerance and understanding of people of varied cultures. It also provides opportunities for students to work collaboratively with respect for different ideas and approaches to an assignment.

Students have the opportunity to enhance their computer knowledge and skills (e.g., Internet usage, word processing, creation of graphs, etc.) as they use their social science research skills to complete class assignments and projects. Students may elect to create multi-media presentations.

Parenting and Human Development explores aspects of various careers as they relate to children; hence, this course is aligned with *Choices into Action: Guidance and Career Education Program Policy for Elementary and Secondary Schools, 1999*. As all students enrolled in this course will have taken the Grade 10 Careers course and be in a Teacher Advisory Program, teachers should investigate cross-curricular situations. Teachers should advise students in Parenting and Human Development of how they might apply the theory and practical applications they have learned in class through a cooperative education experience.

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## **Coded Expectations, Parenting and Human Development, Grade 12, Workplace Preparation, HPD4E**

### **Stages of Family Life**

#### **Overall Expectations**

- FLV.01** · demonstrate an understanding of the stages and transitions in the family life cycle;
- FLV.02** · compare the changing needs of individuals and families throughout life;
- FLV.03** · analyse the characteristics of the expanding family;
- FLV.04** · evaluate job opportunities that involve working with older children and families at different stages of the family life cycle.

#### **Specific Expectations**

##### **The Family Life Cycle**

- FL1.01** – compare models of the developmental stages in a family life cycle (e.g., Carter-McGoldrick model, Meiklejohn model);
- FL1.02** – demonstrate an understanding of the variations in family form (e.g., nuclear, common-law, lone-parent, blended families) that exist at various stages of the family life cycle (e.g., families with young children, adolescent children, and adult children);
- FL1.03** – identify the patterns that occur in human development (e.g., dependence on parents, growing autonomy, independence, dependence on adult children) and in family development (e.g., beginning family, expanding family, contracting family);
- FL1.04** – explain the adjustments parents and children make as they move from one stage to the next, and when an adult child returns to live at home (e.g., giving up personal space and certain freedoms, revising rules).

##### **Changing Personal and Family Needs**

- FL2.01** – identify how the needs of individuals and families are met at various stages of the life cycle;
- FL2.02** – explain how couple relationships and parent–child relationships change over time;
- FL2.03** – describe the role of the community in meeting individual and family needs during childhood and adolescence, on the basis of practical experience in a community setting.

##### **The Expanding Family**

- FL3.01** – identify the factors involved in the timing of first and subsequent children in families (e.g., financial situation, goals, cultural traditions);
- FL3.02** – explain the challenges facing parents as the family expands (e.g., crowding, strained resources, stress, rivalries).

##### **Job Opportunities**

- FL4.01** – explain the differences between volunteer positions and occupations involving children and adolescents;
- FL4.02** – demonstrate an understanding of the training and knowledge required to work in occupations involving older children and adolescents;
- FL4.03** – summarize the results of an investigation into occupations relating to families at different stages of the life cycle.

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## Human Development: Self and Others

### Overall Expectations

- HDV.01** · demonstrate an understanding of the link between healthy prenatal and infant development and long-term growth and development;
- HDV.02** · explain attachment theory, and describe the effects of attachment on social and emotional development in children and adolescents;
- HDV.03** · explain, using basic principles of brain science, the role that stimulation plays in the intellectual development of the infant;
- HDV.04** · demonstrate an understanding of the stages of moral development.

### Specific Expectations

#### Healthy Beginnings

- HD1.01** – identify and describe strategies for promoting healthy pregnancies and optimum birth weights in first and subsequent pregnancies (e.g., prenatal health care and nutrition; abstinence from smoking, alcohol, and drugs; breast-feeding);
- HD1.02** – demonstrate an understanding of the challenges and long-term costs associated with health problems in infancy that might be prevented with proper prenatal and postnatal care (e.g., low birth weights, delays in early physical development);
- HD1.03** – compare locally accessible prenatal and family-support programs that encourage healthy beginnings (e.g., prenatal classes; YWCA/YMCA; Healthy Babies, Healthy Children Program; family resource centres; public health units; women’s institutes; parenting classes; drop-in centres), and identify the role of volunteers and employees in such programs, on the basis of observation or job shadowing.

#### Social and Emotional Development

- HD2.01** – explain attachment theory and describe various strategies that promote attachment in infants and children;
- HD2.02** – analyse the role of family members in emotional and social development;
- HD2.03** – analyse the role of peers, youth workers, and others in the social and emotional development of school-age children and adolescents, as observed in a real-life setting;
- HD2.04** – explain how emotional intelligence develops throughout childhood and adolescence;
- HD2.05** – describe gender differences in, and cultural influences on, social and emotional development.

#### Intellectual Development

- HD3.01** – describe key contributions of brain research to our understanding of human development in early childhood;
- HD3.02** – identify and describe universal infant-stimulation strategies that foster speech and language development (e.g., repeating sounds, rhyming and word games, modelling correct usage, point-and-say activities, singsongs, reading aloud);
- HD3.03** – describe how brain research explains the development of literacy and numeracy skills in childhood and adolescence (e.g., different neural paths, different centres in the brain);
- HD3.04** – demonstrate an understanding of differences in adolescent and adult thinking (e.g., altered perspective that comes with maturity, longer attention span, multiple intelligences solidified);
- HD3.05** – describe theories or research findings concerning gender differences in intellectual development.

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## **Moral Development**

**HD4.01** – demonstrate an understanding of the different ways in which children and adolescents perceive right and wrong (e.g., children view right and wrong in terms of reward and punishment; adolescents have internalized a code of moral behaviour);

**HD4.02** – compare how children of different ages demonstrate moral thinking (e.g., by taking a stand, showing empathy, recognizing injustice, demonstrating tolerance);

**HD4.03** – describe key theories of moral development (e.g., Kohlberg’s model, Gilligan’s model);

**HD4.04** – compare a variety of morality tales told to children in different cultures.

## **Personal and Social Responsibilities**

### **Overall Expectations**

**PRV.01** · explain the role of parents and youth workers in modelling decision-making skills for children and adolescents, and in encouraging the development of those skills in the children in their care;

**PRV.02** · demonstrate an understanding of how the parental responsibility for the nutritional well-being of children and adolescents is best fulfilled;

**PRV.03** · demonstrate an understanding of strategies that encourage age-appropriate behaviour;

**PRV.04** · evaluate family-management techniques that promote self-discipline in children and adolescents.

### **Specific Expectations**

#### **Responsible Decision Making**

**PR1.01** – differentiate between major decisions (e.g., selection of postsecondary destination) and minor decisions (e.g., clothing choices) involved in raising children and adolescents;

**PR1.02** – demonstrate an understanding of various models for making informed decisions about children (e.g., the five-step model, the decision web);

**PR1.03** – explain how parents gradually increase the responsibility of children and adolescents for making informed decisions (e.g., offer toddlers two choices, offer preschoolers more choices, allow school-age children to decide for themselves).

#### **Nutritional Well-Being**

**PR2.01** – identify and compare the nutritional requirements of growing children and adolescents (e.g., children require three servings of dairy foods daily, whereas adolescents require four);

**PR2.02** – explain the impact of inadequate nutrition on student learning, growth, and development (e.g., diminished concentration);

**PR2.03** – identify the nutritional components of a healthy snack, a school lunch, and a dinner for a child and for an adolescent;

**PR2.04** – describe strategies parents and youth workers can use to encourage healthful eating in children and adolescents (e.g., informing them of the nutritional value and effects of various foods);

**PR2.05** – identify occupations that influence the nutritional well-being of school-age children and adolescents (e.g., menu planners for school cafeterias; dieticians).

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### **Social Expectations for Behaviour**

**PR3.01** – demonstrate an understanding, on the basis of observations made in real-life settings, of social and cultural expectations for age-appropriate behaviour in school-age children and adolescents (e.g., children are expected to be polite and helpful; adolescents are expected to take on more responsibility, work part-time, complete their studies);

**PR3.02** – identify characteristics of appropriate behaviour within and outside of families (e.g., regressive behaviour can be acceptable at home but not in public);

**PR3.03** – explain strategies for encouraging and reinforcing appropriate behaviour in a variety of situations (e.g., modelling, stating expectations, rewarding/awarding), and use these strategies appropriately in practical settings.

### **Family Management**

**PR4.01** – demonstrate an understanding of the role of communication in family interaction;

**PR4.02** – describe gender differences in communication patterns (e.g., as noted by Deborah Tannen, communications by males are more fact-based and less descriptive; those by females indicate an awareness of “metamessages” and are more descriptive);

**PR4.03** – describe techniques for managing family conflict and sibling rivalry (e.g., family meetings, mediation, negotiation);

**PR4.04** – describe techniques for enabling and empowering children and adolescents through the development of self-discipline (e.g., self-control, setting personal limits, self-talk, anticipating and accepting consequences, taking responsibility).

## **Social Structures and Social Challenges**

### **Overall Expectations**

**SCV.01** · analyse the challenges of balancing work and family;

**SCV.02** · demonstrate an understanding of the role and functions of schooling in our society and in relation to family life;

**SCV.03** · evaluate the influence that the media have on parents, children, and adolescents;

**SCV.04** · explain the role of social-service organizations in supporting children and families when problems arise.

### **Specific Expectations**

#### **Balancing Work and Family**

**SC1.01** – identify the issues facing fathers and mothers who work while raising children (e.g., meal planning, time management, child-care schedules, care for a sick child on a workday);

**SC1.02** – explain the advantages and disadvantages of various child-care and after-school-care options (e.g., public daycare, private daycare, latchkey programs);

**SC1.03** – demonstrate an understanding of the effects on children and their families of parents’ working full-time, part-time, or not at all.

#### **The Role and Functions of Schooling**

**SC2.01** – demonstrate an understanding of the rules and regulations governing schooling that are of concern to parents (e.g., truancy, busing, codes of conduct);

**SC2.02** – explain the role that school plays in the lives of children of different ages (e.g., teaching social conventions, providing a peer group and a sense of belonging, fostering independence);

**SC2.03** – compare the role of parents, teachers, youth workers, and children in formal and informal education (e.g., mentoring, monitoring, modelling), on the basis of observations made in school and community settings.

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## **Media Influence**

**SC3.01** – demonstrate an understanding of the effects that media violence has on children and adolescents (e.g., increasing school and peer violence);

**SC3.02** – analyse the influences advertising has on families (e.g., pressure to purchase fad items);

**SC3.03** – analyse how families can adapt to focus on the positive uses of media (e.g., by keeping abreast of current events through a discussion of daily news stories, by watching educational programming together).

## **The Role of Social Services**

**SC4.01** – demonstrate an understanding of individual and family concerns (e.g., violence, poverty, family breakdown, addiction, death of a family member) that are addressed by agencies in society;

**SC4.02** – identify the support and care options available to parents and siblings when a family member has a physical exceptionality or is affected by a disease or illness;

**SC4.03** – explain the role and function of family counselling (e.g., short-term and crisis counselling, grief counselling, relationship counselling);

**SC4.04** – identify job opportunities in the social-service sector that involve helping families.

## **Research and Inquiry Skills**

### **Overall Expectations**

**ISV.01** · use appropriate social science research methods in the investigation of issues in human development and parenting of children of all ages;

**ISV.02** · compile relevant information and statistics related to their investigations;

**ISV.03** · communicate the results of their inquiries effectively.

### **Specific Expectations**

#### **Using Research Methodologies**

**IS1.01** – demonstrate an ability to follow the steps involved in a research investigation independently and in an organized manner;

**IS1.02** – use social science research methodologies appropriately and ethically (e.g., surveys, interviews, observation, participatory observation);

**IS1.03** – demonstrate an ability to locate and gather information about human development and parenting from print materials, such as books, magazines, newspapers, and pamphlets; current electronic media; and telemedia productions;

**IS1.04** – differentiate between research evidence and opinion.

#### **Communicating Results**

**IS2.01** – use techniques for recording information and key ideas from research appropriately and effectively;

**IS2.02** – document sources of information accurately;

**IS2.03** – prepare clear, well-organized, and thorough reports on interactions with and observations of children in various settings;

**IS2.04** – compile and effectively communicate information gathered through research in a variety of ways, including written reports; seminar, poster, or multimedia presentations; and co-operative group presentations.

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## Ontario Catholic School Graduate Expectations

The graduate is expected to be:

**A Discerning Believer Formed in the Catholic Faith Community** who

- CGE1a** -illustrates a basic understanding of the **saving story** of our Christian faith;
- CGE1b** -participates in the **sacramental life** of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;
- CGE1c** -actively reflects on **God’s Word** as communicated through the Hebrew and Christian scriptures;
- CGE1d** -develops attitudes and values founded on Catholic **social teaching** and acts to promote social responsibility, human solidarity and the common good;
- CGE1e** -speaks the **language of life**... “recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.” (Witnesses to Faith)
- CGE1f** -seeks intimacy with God and celebrates **communion** with God, others and creation through prayer and worship;
- CGE1g** -understands that one’s purpose or **call in life** comes from God and strives to discern and live out this call throughout life’s journey;
- CGE1h** -respects the **faith traditions**, world religions and the life-journeys of **all people of good will**;
- CGE1i** -integrates faith with life;
- CGE1j** -recognizes that “sin, human weakness, conflict and forgiveness are part of the human journey” and that the cross, the ultimate sign of forgiveness is at the heart of **redemption**. (Witnesses to Faith)

**An Effective Communicator** who

- CGE2a** -listens actively and critically to understand and learn in light of gospel values;
- CGE2b** -reads, understands and uses written materials effectively;
- CGE2c** -presents information and ideas clearly and honestly and with sensitivity to others;
- CGE2d** -writes and speaks fluently one or both of Canada’s official languages;
- CGE2e** -uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

**A Reflective and Creative Thinker** who

- CGE3a** -recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
- CGE3b** -creates, adapts, evaluates new ideas in light of the common good;
- CGE3c** -thinks reflectively and creatively to evaluate situations and solve problems;
- CGE3d** -makes decisions in light of gospel values with an informed moral conscience;
- CGE3e** -adopts a holistic approach to life by integrating learning from various subject areas and experience;
- CGE3f** -examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

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**A Self-Directed, Responsible, Life Long Learner** who

- CGE4a** -demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
- CGE4b** -demonstrates flexibility and adaptability;
- CGE4c** -takes initiative and demonstrates Christian leadership;
- CGE4d** -responds to, manages and constructively influences change in a discerning manner;
- CGE4e** -sets appropriate goals and priorities in school, work and personal life;
- CGE4f** -applies effective communication, decision-making, problem-solving, time and resource management skills;
- CGE4g** -examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;
- CGE4h** -participates in leisure and fitness activities for a balanced and healthy lifestyle.

**A Collaborative Contributor** who

- CGE5a** -works effectively as an interdependent team member;
- CGE5b** -thinks critically about the meaning and purpose of work;
- CGE5c** -develops one's God-given potential and makes a meaningful contribution to society;
- CGE5d** -finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;
- CGE5e** -respects the rights, responsibilities and contributions of self and others;
- CGE5f** -exercises Christian leadership in the achievement of individual and group goals;
- CGE5g** -achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
- CGE5h** -applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

**A Caring Family Member** who

- CGE6a** -relates to family members in a loving, compassionate and respectful manner;
- CGE6b** -recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;
- CGE6c** -values and honours the important role of the family in society;
- CGE6d** -values and nurtures opportunities for family prayer;
- CGE6e** -ministers to the family, school, parish, and wider community through service.

**A Responsible Citizen** who

- CGE7a** -acts morally and legally as a person formed in Catholic traditions;
- CGE7b** -accepts accountability for one's own actions;
- CGE7c** -seeks and grants forgiveness;
- CGE7d** -promotes the sacredness of life;
- CGE7e** -witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;
- CGE7f** -respects and affirms the diversity and interdependence of the world's peoples and cultures;
- CGE7g** -respects and understands the history, cultural heritage and pluralism of today's contemporary society;
- CGE7h** -exercises the rights and responsibilities of Canadian citizenship;
- CGE7i** -respects the environment and uses resources wisely;
- CGE7j** -contributes to the common good.

## Unit 4: Responsible Parenting

**Time:** 25 hours

### Unit Description

Students realize the importance responsible parenting has towards the further growth and development of the child and adolescent. Students focus on issues surrounding responsible parenting. They recognize that as future caregivers, who are formed in Catholic faith traditions, they are called to guide children and to encourage them to be responsible members of society. This involves encouraging healthy food habits, age-appropriate behaviour, communication, and conflict resolution that respect the dignity and welfare of each family member. Students maintain a journal throughout this unit to reflect on their own development of healthy food habits, age-appropriate behaviour, communication skills, conflict resolution skills, and self-discipline that have contributed to their own formation as a member of a Catholic family.

### Unit Synopsis Chart

Activity	Time	Learning Expectations	Assessment Categories	Tasks
4.1 Nutrition: Children and Adolescents	5 hours	PRV.02, ISV.01, ISV.02, ISV.03, PR2.01, PR2.02, PR2.03, PR2.04, IS1.01, IS2.02 CGE2b, CGE5c, CGE6c, CGE7d	Knowledge/ Understanding Communication Thinking/Inquiry Application	- completion of chart - computer analysis of data - Socratic lesson - comparison - analysis - discussion - assignment
4.2 Age- Appropriate Behaviour	6 hours	PRV.03, ISV.01, ISV.02, ISV.03, PR3.01, PR3.02, PR3.03, IS1.02, IS2.01, IS2.03, IS2.04 CGE1h, CGE4a, CGE6c, CGE7a, CGE7g	Knowledge/ Understanding Communication	- brainstorm - observations - completion of observation chart - group work
4.3 Role of Communication	6 hours	PRV.04, PR4.01, PR4.02 CGE2a, CGE3c, CGE4f, CGE4g	Knowledge/ Understanding Thinking/Inquiry	- Socratic lesson - mind mapping - view movie - movie analysis - class discussion - evaluation
4.4 Managing Family Conflicts	4 hours	PRV.04, PR4.03 CGE2a, CGE4a, CGE7c	Knowledge/ Understanding Communication Application Thinking/Inquiry	- bible passages - class discussion - Socratic lesson - case studies - role playing - group presentation
4.5 Encouraging Self-Discipline	4 hours	PRV.04, PR4.04 CGE5e, CGE6a, CGE7b	Knowledge/ Understanding Communication Application Thinking/Inquiry	- Socratic lesson - group work - written opinion - group presentation - class discussion

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## Activity 4.1: Nutrition: Children and Adolescents

**Time:** 5 hours

### Description

Students complete a daily food intake chart for both themselves and a child whose parent they have interviewed. Using this information, they identify and compare nutritional requirements of children and adolescents; evaluate their personal food intake and that of the child to determine if they meet the nutritional requirements; and make recommendations for improvement. Students use Bible passages to recognize the sacredness of life, their own and that of others, and how proper nutrition is a key to a healthy existence. They also suggest strategies that parents and youth workers could use to encourage healthy eating. Students apply this knowledge to the development of healthy and appealing meals and snacks.

### Strand(s) & Learning Expectations

#### Ontario Catholic School Graduate Expectations

CGE2b - reads, understands, and uses written materials effectively;

CGE5c - develops one's God-given potential and makes a meaningful contribution to society;

CGE6c - values and honours the important role of the family in society;

CGE7d - promotes the sacredness of life.

**Strand(s):** Personal and Social Responsibilities, Research and Inquiry Skills

#### Overall Expectations

PRV.02 - demonstrate an understanding of how the parental responsibility for the nutritional well-being of children and adolescents is best fulfilled;

ISV.01 - demonstrates an ability to follow the steps involved in a research investigation independently and in an organized manner.

#### Specific Expectations

PR2.01 - identify and compare the nutritional requirements of growing children and adolescents (e.g., children require three servings of dairy foods daily, whereas adolescents require four);

PR2.02 - explain the impact of inadequate nutrition on student learning, growth, and development (e.g., diminished concentration);

PR2.03 - identify the nutritional components of a healthy snack, a school lunch, and a dinner for a child and for an adolescent;

PR2.04 - describe strategies parents and youth workers can use to encourage healthful eating in children and adolescents (e.g., informing them of the nutritional value and effects of various foods);

IS1.01 - demonstrates an ability to follow the steps involved in a research investigation independently and in an organized manner;

IS2.02 - document sources of information accurately.

### Prior Knowledge & Skills

Student should:

- be familiar with Canada's Food Guide;
- have effective questioning techniques to interview a parent;
- be able to accurately record data from an interview with a parent;
- have a basic knowledge of computer skills;
- have critical thinking skills to interpret data from a food intake and nutritional requirements chart;
- have effective listening and note-taking skills;
- have effective verbal skills;
- have writing skills.

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## Planning Notes

The teacher should:

- copy or design own personal Daily Food Intake Chart (Appendix 4.1.1);
- complete and copy Nutritional Requirements of Children and Adolescents chart (Appendix 4.1.2);
- reserve time in the computer/resource lab for students to compute caloric and nutrient for food intake charts;
- develop notes on the importance of proper nutrition for growing children and adolescents;
- make students aware of issues related to safe preparation and storage of food;
- be aware of the potential that the issue of eating disorders may arise and be prepared to respond appropriately.

## Teaching/Learning Strategies

1. Prior to the completion of this activity students complete a Daily Food Intake Chart (Appendix 4.1.1) for themselves and for a child. To complete the daily food intake for a child, students interview a parent who has a child, or contact a local daycare/homecare centre for a copy of a one-day menu. During the interview, students record strategies the parent uses to encourage healthful eating. The teacher reviews behaviour appropriate for conducting an interview.
2. Students use a food analysis computer program or a booklet of nutrient values of some common foods to determine the caloric and nutrient content of the foods they have eaten and those of the child. Students print these nutritional findings for use later in this activity.
3. The teacher conducts a Socratic lesson on the importance of proper nutrition for growing children and adolescents. This should include:
  - overview/review of Canada's Food Guide (purpose, food groups, number of servings/food group, why the range for number of servings in each food group);
  - role of nutrition in growth development and student learning;
  - importance of breakfast;
  - components of a healthy breakfast, snack, school lunch and dinner.
4. The teacher distributes handout Nutritional Requirements of Children and Adolescents (Appendix 4.1.2). Through a teacher-directed discussion, students identify, compare, and give reasons for the nutritional requirements of children and adolescents (e.g., age, gender, activity level, body size, individual variations and growth development).
5. Students compare their personal nutritional findings and those of the child to the Nutritional Requirements of Children and Adolescents. Students determine if these daily food intakes fulfil the nutritional requirements for the age group. Students note those areas that do not meet the requirements, as well as those areas that are above the requirements and make recommendations for improvement. Students share their findings.
6. Students read various Bible passages (e.g., Sirach 30:16; Sirach 37:26-29; Temperance: from the *Catechism of the Catholic Church* – the temperate person directs the sensitive appetites towards what is good and maintains a healthy discretion; Daniel 1:12-15) that deal with food and nutrition. They compare the message in the Bible readings to their daily food intake and the child's daily food intake, to recognize the sacredness of life; that healthy eating is important to maintain one's physical well-being (e.g., overeating, high calorie count, result is overweight; over-indulgence, non-nutritious snacks, result is lack of nutrients; not eating enough, low calorie count, lack of nutrients, low energy level).
7. Students analyse both their personal food intake and those of the child, for components of a healthy meal and snack. Students make recommendations for improvement for themselves and the child.

8. Using the findings from their interview, students suggest various strategies parents and youth workers could use to encourage healthful eating in children and adolescents. Examples of strategies could include: informing them of nutritional value and effects of various foods; child/adolescent input into choice and preparations of foods for meals and snacks; create a theme for a meal/snack; parent as a role model as is Jesus a role model to us.
9. Students design a menu for a healthy and appealing breakfast, lunch, dinner, and snack for a child and for an adolescent. Students hand in for teacher evaluation.
10. Students complete a test based on the importance of proper nutrition for growing children and adolescents.
11. Students enter a reflection in their journal that reflects an assessment of their own dietary intake and compares/contrasts it with the important role agencies (e.g., food banks, parish based ministries like St. Vincent de Paul) play in meeting the nutritional needs of the disadvantaged in their community.

### Assessment & Evaluation of Student Achievement

Task	Tool	Purpose	Achievement Chart Categories
Determine caloric and nutrient content of personal and a child's daily food intake	Observation/ Conferencing	Diagnostic Formative	Knowledge/Understanding Thinking/Inquiry
Compare personal and a child's food intake to nutritional requirements; make recommendations	Conferencing	Diagnostic Formative	Knowledge/Understanding Communication Thinking/Inquiry
Design menu for healthy meals and snacks	Rubric or Rating Scale	Summative	Knowledge/Understanding Thinking/Inquiry Application
Complete a test	Marking Scheme	Summative	Knowledge/Understanding Thinking/Inquiry Application

### Resources

#### Associations/Organizations

Health Canada – Focus on Children – Six to Twelve Years

Dairy Farmers of Ontario – Food picture cards

Public Health Dietician – contact local health unit to obtain nutrition-related resources

#### Books

Brisbane, Holly E. *The Developing Child*, 8th ed. New York: Glencoe/McGraw Hill, 2000. ISBN 0-02-642708-7

Brisbane, Holly E. *The Developing Child*, Teacher's Wraparound Edition. New York: Glencoe/McGraw Hill, 1997. ISBN 0-02-647731-9

*Catechism of the Catholic Church*. Ottawa: Canadian Conference of Catholic Bishops, 1994. ISBN 0-88997-281-8

*Company's Coming for Kids – Lunches Eat In – Take Out*. Edmonton, Alberta: Company's Coming Publishing Limited, 1998. ISBN 1-896891-36-5

Cowan, Anton (nihil obstat) and Rt. Rev. John Crowley (imprimatur). *The New Jerusalem Bible*, Standard Edition. Toronto: Doubleday, 1998. ISBN 0-385-493-207

Dinkmeyer, Don Sr., et al. *The Parent's Handbook: Systematic Training for Effective Parenting*. Circle Pines, Minnesota: American Guidance Service, 1997. ISBN 0679777989

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Hildebrand, Verna. *Parenting: Rewards and Responsibilities*. New York: Glencoe/McGraw Hill, 2000. ISBN 0026473852

*Kids Cook! Bag Lunches*. Edmonton, Alberta: Company's Coming Publishing Limited, 2000. ISBN 1-896891-43-8

*Kids Cook! Weekend Treats*. Edmonton, Alberta: Company's Coming Publishing Limited, 2000. ISBN 1-896891-46-2

Kowtaluk, Helen and Alice Orphanos Kopan. *Food for Today*, 7th ed. New York: Glencoe/McGraw Hill, 2000. ISBN 0-02-643048-7 (Student Text)

Kowtaluk, Helen and Alice Orphanos Kopan. *Food for Today*, 7th ed. New York: Glencoe/McGraw Hill, 2000. ISBN 0-02-643049-5 (Teacher's Wraparound Edition)

### **CD-ROMs**

Canadian Diabetes Association. *Food Smart Your Guide to Healthy Eating... (for Windows)*. North Vancouver, British Columbia: Sasquatch Software Corporation, 1996-1997. Key Code 1063700905. One component of this computer program is to complete a caloric and nutrient analysis of an individual's food intake.

*FoodFocus Nutritional Analysis Software version 4.3*. Winnipeg: FoodFocus, 1999. (e-mail – [vprowse@foodfocus.com](mailto:vprowse@foodfocus.com))

### **Human Resources**

Hospital Dietician

Public Health Nurse

Nutritionist

Daycare Dietician/Nutritionist

### **Periodicals/Articles**

Ziwica, Kristine. "Smart Foods." *Parenting* (Special Edition Fall 1999): 91

### **Websites**

Calgary Health Region – [www.crha-health.ab.ca/hlthconn/items/dris.htm](http://www.crha-health.ab.ca/hlthconn/items/dris.htm)

Health Canada – [www.hc-sc.gc.ca/](http://www.hc-sc.gc.ca/) (variety of information on Canada's Food Guide, nutrition and nutrients; an example is "Canada's Food Guide to Healthy Eating – Focus on Children 6-12 years")

National Institute of Nutrition – [www.nin.ca/](http://www.nin.ca/) (links to many other Canadian nutrition sites)

The Canadian Dietetic Association – [www.dietitians.ca/](http://www.dietitians.ca/) (includes dietary assessment)

## **Appendix 4.1.1**

### **Daily Food Intake Chart**

<b>Meals</b>	<b>Foods</b>	<b>Amount Eaten</b>
Breakfast		
Snack		
Lunch		
Snack		
Dinner		
Snack		

## Appendix 4.1.2

### Nutritional Requirements of Children and Adolescents

#### Part I – Canada’s Food Guide

	Grain Products	Vegetables and Fruits	Milk Products	Meat and Alternatives
Children 4-9 years of age	5-12 servings per day	5-10 servings per day	2-3 servings per day	2-3 servings per day
Youth 10-16 years of age	5-12 servings per day	5-10 servings per day	3-4 servings per day	2-3 servings per day

**Note:** The amount of food needed each day from the 4 food groups depends on one’s age, body size, activity level, and gender.

#### Part II – Caloric and Nutrient Requirements

##### Calories

Age	Female	Male
4-6 years of age	1700 calories	1700 calories
7-10 years of age	2400 calories	2400 calories
11-14 years of age	2200 calories	2700 calories
15-18 years of age	2100 calories	2800 calories

##### Nutrient Requirements

Age/Gender	Vitamin C	Vitamin A	Calcium
4-6 years of age (male and female)	25 mg/d	400 mg/d	800 mg/d
Female 9-13 years of age	45 mg/d	600 mg/d	1300 mg/d
Female 14-18 years of age	65 mg/d	700 mg/d	1300 mg/d
Male 9-13 years of age	45 mg/d	600 mg/d	1300 mg/d
Male 14-18 years of age	75 mg/d	900 mg/d	1300 mg/d

Age/Gender	Thiamine	Riboflavin	Niacin	Iron
4-6 years of age (male and female)	0.6 mg/d	0.6 mg/d	8 mg/d	10 mg/d
Female 9-13 years of age	0.9 mg/d	0.9 mg/d	12 mg/d	8 mg/d
Female 14-18 years of age	1.0 mg/d	1.3 mg/d	14 mg/d	15 mg/d
Male 9-13 years of age	0.9 mg/d	0.9 mg/d	12 mg/d	8 mg/d
Male 14-18 years of age	1.2 mg/d	1.0 mg/d	16 mg/d	11 mg/d

**Note:** information obtained from the Calgary Health Region website – see Resources

**Note:** students could be made aware that many of these nutrients are critical to fetal development.

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## **Activity 4.2: Age-Appropriate Behaviour**

**Time:** 6 hours

### **Description**

Through a brainstorming discussion, students familiarize themselves with behaviour appropriate for children and adolescents that is based on social and cultural expectations. Students observe a child or children in a real-life setting (e.g., schoolyard, after school program, recreation centre, park, Sunday school program, arena, mall). With the assistance of the teacher, students analyse their observations to determine whether observed behaviours are age-appropriate or not. Through observation, students become aware of strategies that caregivers use to encourage appropriate behaviour in a variety of practical settings. Students demonstrate respect for self and the dignity and welfare of others through their observations and group discussions. By completing this activity, students are able to make observations about age-appropriate behaviour in real-life settings.

### **Strand(s) & Learning Expectations**

#### **Ontario Catholic School Graduate Expectations**

CGE1h - respects the faith traditions, world religions, and the life-journeys of all people of good will;  
CGE4a - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;

CGE6c - values and honours the important role of the family in society;

CGE7a - acts morally and legally as a person formed in Catholic traditions;

CGE7g - respects and affirms the diversity and interdependence of the world's peoples and cultures.

**Strand(s):** Personal and Social Responsibilities, Research and Inquiry Skills

#### **Overall Expectations**

PRV.03 - demonstrate an understanding of strategies that encourage age-appropriate behaviour;

ISV.01 - use appropriate social science research methods in the investigation of issues in human development and parenting of children of all ages;

ISV.02 - compile relevant information and statistics related to their investigations;

ISV.03 - communicates the results of their inquiries effectively.

#### **Specific Expectations**

PR3.01 - demonstrate an understanding, on the basis of observations made in real-life settings, of social and cultural expectations for age-appropriate behaviour in school-age children and adolescents (e.g., children are expected to be polite and helpful; adolescents are expected to take on more responsibility, work part-time, complete their studies);

PR3.02 - identify characteristics of appropriate behaviour within and outside of families (e.g., regressive behaviour can be acceptable at home but not in public);

PR3.03 - explain strategies for encouraging and reinforcing appropriate behaviour in a variety of situations (e.g., modelling, stating expectations, rewarding/awarding) and use these strategies appropriately in practical settings;

IS1.02 - use social science research methodologies appropriately and ethically (e.g., surveys, interviews, observations, participatory observation);

IS2.01 - use techniques for recording information and key ideas from research appropriately and effectively;

IS2.03 - prepare clear, well-organized, and thorough reports on interactions with and observations of children in various settings;

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IS2.04 - compile and effectively communicate information gathered through research in a variety of ways including written reports, seminar, poster, or multimedia presentations, and cooperative group presentations.

### Prior Knowledge & Skills

Students should:

- have knowledge of brainstorming;
- have decision making skills;
- have observation skills and techniques to be able to accurately record data;
- have effective listening and note-taking skills;
- have effective verbal skills;
- have writing skills;

### Planning Notes

The teacher should:

- prepare notes on observation skills from available resources;
- copy Observation Assignment and Chart (Appendix 4.2.1);
- create a list of appropriate observation locations.

Note: As this activity involves student observation of the behaviour of children in a variety of settings, care must be taken to ensure that the children being observed are protected. Board and school protocols must be observed. Contact with and permission from those responsible for the children will be necessary and arrangements to inform parents of the nature of the observation and provide an opportunity for them to be excluded. Recorded observations must be anonymous and avoid comments that might lead to identification of specific children. It is not recommended that students observe children outside of arrangements made within or between schools and child care facilities.

### Teaching/Learning Strategies

1. The teacher leads a brainstorming discussion on age-appropriate behaviour for children and adolescents based on social and cultural expectations (e.g., in some societies, children are expected to be seen and not heard; older children are usually expected to behave better than younger ones; what is acceptable at home may not be acceptable in public).
2. The teacher introduces/reviews observation techniques and reminds students to consider their personal safety in specific observation locations. **Note:** Observation skills may have been taught earlier in the course depending on previous activities. The teacher may make reference to texts such as, *Child Care Professional* or *The Developing Child* and the accompanying handbook on observation skills, *Observing and Participating with Children*. Students are also reminded to observe the following guidelines when observing children:
  - check in with administrator or the teacher in charge;
  - most centres prefer that observing be done while participating with the children and their activities; check with the person in charge; try to blend in and not be obtrusive, without introducing new activities, etc.;
  - do not talk about the children observed with others;
  - remember you are a guest; the facility you visit has generously allowed you to visit; be on your best behaviour;
  - study the assignment guidelines before going to observe so you know exactly what you are looking for;
  - demonstrate respect for the dignity and welfare of others, to act morally and legally as a person formed in Catholic traditions.

3. The teacher leads discussion on the importance of observation skills when working with children, where and when observation techniques would be important in the workplace.
4. The teacher reviews Observation Assignment and Chart (Appendix 4.2.1) with students, giving examples of the types of information that should be recorded.
5. Students select from three age brackets: 5-8, 9-12, and 13+ years old. The teacher ensures an equal distribution across all three age brackets.
6. The teacher describes or assigns appropriate observation locations (e.g., school yard, after school programs, recreation centres, parks, church programs, arenas, malls, etc.)
7. Students record observations.
8. When observations are complete, the teacher assists students in completing the Observation Assignment and Chart (Appendix 4.2.1) by using several of the students' observations as examples for discussion. This enables students to understand whether or not the observed behaviours were age-appropriate and why or why not. Students complete the Observation Chart while the teacher circulates and assists. Hand in for evaluation (Appendix 4.2.3).
9. In groups, students select one situation from among their observations and write a paragraph about what strategies could have been used to further encourage age-appropriate behaviour in that particular setting. Hand in for teacher evaluation.
10. Students enter a reflection in their journal on their own ability to behave in an age-appropriate manner.

### Assessment & Evaluation of Student Achievement

Task	Tool	Purpose	Achievement Chart Categories
Complete observation of child/children in a real-life setting	Checklist	Formative	Knowledge/Understanding
Complete observation chart	Rubric	Summative	Communication Application
Written paragraph on strategies to encourage age-appropriate behaviour	Rubric	Summative	Communication Application

### Accommodations

- A peer tutor is offered to students who need extra help.
- For special needs students, develop a script for a social skill (e.g., introducing yourself, following directions, joining a conversation, offering to help, asking for clear directions, interrupting a conversation) that he/she can use in a social situation. The script can be presented in writing or role-playing.
- Students with limited mobility could review videotapes that show children in different settings.
- Students with visual processing challenges could work with a partner.
- Modify Observation and Assignment Chart (Appendix 4.2.1) to a checklist format where needed (e.g., speech: loud, soft, abrasive, directive, corrective, "put downs;" body language: withdrawn, passive, cooperative, angry, aggressive; facial expression: happy, sad, angry, defiant, excited, disappointed).

### Resources

#### Books

Bennet, Holly and Teresa Pitman. *Steps and Stages from 6 to 8: The Early School Years*. Toronto: Key Porter Books, 1998. ISBN 1550139746 (Paperback)

Brisbane, Holly E. *The Developing Child*, 7th ed. New York: Glencoe/McGraw Hill, 1997. ISBN 0-02-647730-0

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Brisbane, Holly E. *The Developing Child*, Teacher's Wraparound Edition. Glencoe/McGraw Hill, 1997. ISBN 0-02-647731-9

Dinkmeyer, Don Sr., et al. *The Parent's Handbook: Systematic Training for Effective Parenting*. Circle Pines, Minnesota: American Guidance Service, 1997. ISBN 0679777989

Glencoe/McGraw Hill. *Observing and Participation With Children*. New York: Glencoe/McGraw Hill, 1997. ISBN 0026477343

Herr, Judy. *Working With Young Children*. Toronto: Irwin Publishing Company, 1998. ISBN 1-56637-3905

Herr, Judy. *Working with Children: Observation Guide*. Toronto: Irwin Publishing 1998. ISBN 1-56637-3891

Herr, Judy. *Working With Young Children*. The teacher's Resource Guide. Tinley Park, Illinois: The Goodheart-Willcox Company, Inc., 1998. ISBN 1-56637-390-5

Hildebrand, Verna. *Parenting: Rewards and Responsibilities*. New York: Glencoe/McGraw Hill, 2000. ISBN 0026473852

Marrocco, Nancy. *Homemade Christians: A Guide For Parents of Young Children*. Ottawa: Saint Paul University, 1992.

Martin, Sue. *Take a Look: Observation and Portfolio Assessment in Early Childhood*, 2nd ed. Don Mills, Ontario: Addison-Wesley, Longman, Ltd., 1999. ISBN 0-201-39602-5

McKay, Gary D., et al. *Raising Responsible Kids in a Rude World: Teaching Your Children the Power of Mutual Respect and Consideration*. California: Prima Publishing, 2001. ISBN 0-7615-2811-3

#### **Periodicals/Articles**

*Developmental Stages, Theories of (Kolberg)*

– [www.dindarticles.com/cfdls/g2699/0000/2699000096/pl/article.jhtml](http://www.dindarticles.com/cfdls/g2699/0000/2699000096/pl/article.jhtml)

#### **Videos**

*Responsible Kids in School and At Home*. 4201 Woodland Road, Circle Pines, Minnesota, American Guidance Services, 1998. #AC18040 (set of six videos)

## Appendix 4.2.1

### Observation Assignment and Chart

Name \_\_\_\_\_

Due Date \_\_\_\_\_

#### Instructions

Students are to observe a child or children in a real-life setting (e.g., school yard, after school program, recreation centre, park, Sunday school program, arena, mall) for 1-2 hours in order to record observations about behaviour. Students may use the chart to record information directly or make notes and fill in the chart later. The first column of the chart must be completed prior to a discussion in class on behaviours typical of children within the age groups to be observed. A sample has been completed for the student in order to assist in recording observations. Students should fully record 8-10 observed behaviours.

#### Brief Description of Setting

(Include: location, time of day, approximate number of children, whether children are supervised/unsupervised and any other pertinent details)

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#### Record of Observations and Analysis

<b>Observations</b> (include: interaction with others, facial expressions, tone of voice, use of language, body language, what is going on)	<b>Evaluation of Behaviour</b> (is behaviour age-typical, why/why not)	<b>Strategies Used by Caregivers to Encourage and Reinforce Age-Appropriate Behaviour</b>
<i>Sample:</i> A young girl of approximately eight years old is observed sitting on a swing and sucking her thumb. Her mother is standing nearby and does not appear to comment on behaviour.	“Some four, five, and six year-olds continue to suck their thumb. Like younger children, they use thumb sucking as a self-comforting technique.” (Brisbane, 1997).	During the observation it appeared that the mother did not comment on the inappropriateness of the behaviour. Perhaps they could work out some signal that the mother could use to remind the girl not to suck her thumb. Using a signal would prevent the embarrassment of telling her out loud in a public setting to stop sucking her thumb.

## Appendix 4.2.2

### Checklist for Observation Chart

Prior to class discussion on observations (Teaching/Learning Strategies 7) the Observation Chart is assessed using the following checklist. Students, who receive an incomplete, may be required to make additional observations to complete assignment preferably before class discussion.

**Note:** This checklist is to be used for formative assessment purposes.

Name: \_\_\_\_\_

Criteria	Complete (C) or Incomplete (I)
Setting described	
8-10 different behaviours observed	
Adequate description of each behaviour included	
Comments:	

## Appendix 4.2.3

### Rubric to Evaluate Observation Chart

**Note:** This rubric is intended to be used for summative evaluation purposes.

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
<b>Knowledge/ Understanding</b> - understands age-appropriate behaviour PRV.03	- limited awareness of age-appropriate behaviour	- some understanding of age-appropriate behaviour	- considerable understanding of age-appropriate behaviour	- thorough understanding of age-appropriate behaviour
<b>Communication</b> - explains observed behaviour PR3.01	- describes observed behaviour with limited effectiveness	- describes observed behaviour with some effectiveness	- describes observed behaviour with considerable effectiveness	- thorough description of observed behaviour
<b>Application</b> - applies strategies for encouraging and reinforcing appropriate behaviour in observed settings PRV.03, PR3.03	- limited application of strategies for encouraging and reinforcing appropriate behaviour in observed settings	- some application of strategies for encouraging and reinforcing appropriate behaviour in observed settings	- considerable application of strategies for encouraging and reinforcing appropriate behaviour in observed settings	- thorough application of strategies for encouraging and reinforcing appropriate behaviour in observed settings

**Note:** A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.

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## **Activity 4.3: Role of Communication**

**Time:** 6 hours

### **Description**

Students identify the role communication plays in family interaction through a mind mapping activity. They demonstrate an understanding of the role of communication by observing and examining a family portrayed in the media (film, television). Students examine a crisis within the family. They determine the role communication plays in resolving this crisis. Students also examine gender differences in communication patterns in light of gospel values.

### **Strand(s) & Learning Expectations**

#### **Ontario Catholic School Graduate Expectations**

CGE2a - listens actively and critically to understand and learn in light of gospel values;

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems;

CGE4f - applies effective communication, decision-making, problem-solving, time and resource management skills;

CGE4g - examines and reflects on one's personal values, abilities, and aspirations influencing life's choices and opportunities.

**Strand(s):** Personal and Social Responsibilities

#### **Overall Expectations**

PRV.04 - evaluate family-management techniques that promote self-discipline in children and adolescents.

#### **Specific Expectations**

PR4.01 - demonstrate an understanding of the role of communication in family interaction;

PR4.02 - describe gender differences in communication patterns (e.g., as noted by Deborah Tannen, communications by males are more fact-based and less descriptive; those by females indicate an awareness of "metamessages" and are more descriptive).

### **Prior Knowledge & Skills**

Student should:

- have knowledge of brainstorming and mind-mapping as learning strategies;
- have knowledge of components of effective communication;
- have critical thinking skills;
- have effective listening and note-taking skills;
- have effective verbal skills;
- have writing skills.

### **Planning Notes**

The teacher should:

- develop notes/overhead on basic components of effective communication;
- review mind-mapping;
- copy Communication Work Sheet (Appendix 4.3.1);
- arrange for a guest speaker;
- acquire an appropriate movie (see suggestions below);
- book a VCR to watch the movie;
- develop handout on gender differences in communication.

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## Teaching/Learning Strategies

1. Students complete a variety of communication activities. Possible communication activities could include:
  - broken telephone;
  - one-way/two-way communication;
  - positive/negative feedback;
  - radio playing loud while student tries to communicate to another student;
  - two students talking to the class at the same time with different messages;
  - put on an angry face then tell a story to a classmate;
  - stand back to back and carry on a conversation without looking at each other;
  - one student stands while the other sits;
  - one student does homework while the other tries to tell them something important.
2. The teacher delivers a Socratic lesson/review on communication using the communication activities as a basis for the lesson/review. The lesson should include:
  - parts of communication;
  - effective communication;
  - barriers to communication.
3. The teacher invites a guest speaker (e.g., early childhood educator (ECE) or primary school teacher) to give practical examples of effective communication with children including possible barriers to communication.
4. Through brainstorming, students develop a mind map on the role communication plays in family interaction. Students should be reminded of the special challenges faced by students with disabilities that may affect their ability to communicate.
5. The teacher distributes work sheet (Appendix 4.3.1 – Communication Work Sheet) to be completed during the viewing of a movie that examines the significant contribution of communication in families. Suggestions include: *Stepmom*, *Parenthood*, *Life as a House*, *Ordinary People*. Students analyse the role that communication plays in family interaction in the movie.
6. When work sheet is complete, the teacher initiates discussion on whether the situation would have been handled differently if the parties involved had been of the opposite gender. The teacher distributes handouts on gender differences in communication to aid in discussion. Students listen actively and critically to understand and learn in light of gospel values (e.g., respecting opinions of others, treating others with dignity, encouraging participation of all students).
7. Students self-assess by completing the Task Specific Rubric for Communication Worksheet (Appendix 4.3.2).
8. Students enter a reflection in their journal about their ability to communicate with specific members of their family both verbally and non-verbally.

## Assessment & Evaluation of Student Achievement

Task	Tool	Purpose	Achievement Chart Categories
Analyse movie for communication	Task Specific Rubric for Communication	formative	Knowledge/Understanding Application

## Accommodations

- For special needs student, draw or cut out magazine pictures showing facial expressions. Students write appropriate captions that explain what the expressions communicate.
- For special needs student, discuss topics (e.g., my favourite sport to play, a great place to take a vacation, a movie I would recommend to my friends, what to do at your next birthday party, animals that make good pets) with two or three other classmates. Each person in the group must listen to each

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other and summarize each other's ideas about the various topics. Students check accuracy of their summary. Students answer the following questions: was it hard to remember what each person said? Was it difficult to listen when you knew you were responsible for remembering?

- Hearing impaired students may require a closed-captioned version of the selected movie or, may read a book on a similar topic (many films are based on existing books).
- Gifted students may research a person in history known as a great communicator and report on what made the person an effective communicator and what impact he/she made on others in society.

## Resources

### Books

Boyden, Jo. *Families: Celebration and Hope in a World of Change*. London: UNESCO, 2000. ISBN 1-85675041-8

Dinkmeyer, Don Sr., et al. *The Parent's Handbook: Systematic Training for Effective Parenting*. Circle Pines, Minnesota: American Guidance Service, 1997. ISBN 0679777989

Herr, Judy. *Working With Young Children*. The teacher's Resource Guide. Tinley Park, Illinois: The Goodheart-Willcox Company, Inc., 1998. ISBN 1-56637-390-5

Langlois, Christine. *Understanding Your Teen Ages 13 to 19*. Toronto: Canadian Living Telemedia Communications Inc., 1999. ISBN 0345398807

Marsh, Peter, ed. *Eye to Eye, How People Interact*. Topsfield Massachusetts: Salem House Publishers, 1988. ISBN 0-88162-371-7

### Journals

*Journal of Family Communication*. Norfolk, VA.: Old Dominion University Press, 2001, Volume 1 and 2.

Balla, Marion. "Communication: The Road to Connection in Families." *Transition Magazine*, June 1988, Volume 28, #2.

### Websites

[www.georgetown.edu/faculty/tannend/](http://www.georgetown.edu/faculty/tannend/) – website reviews and discusses work of Deborah Tannen on gender differences in communication.

<http://twist.lib.uiowa.edu/genroles/syllabus.html> – examines gender roles in communication.

Vatican website – [www.vatican.va](http://www.vatican.va)

Ministry of Education – [www.edu.gov.on.ca/](http://www.edu.gov.on.ca/) (philosophy of the Junior and Senior Kindergarten programs)

### Audio/Video

*Body Language: An Introduction to Non-Verbal Communication*. Learning Seed. McIntyre Media Limited. 1994. #200037-61Z1

*Gender Communication*. "She talks, He talks." Illinois: The Learning Seed, 1994. 22 min.

*Parenthood*. Imagine Entertainment, 70 Universal City Plaza, Universal City, CA 91608. 1989.

*Men, Women, and the Sex Difference: Boys and Girls are Different*. Films for the Humanities and Sciences, P.O. Box 2053, Princeton, NJ, 08543-2053, USA. Catalogue number FJA6239.

*Reading People: The Unwritten Language of the Body*. Learning Seed. McIntyre Media Limited, 1997. #200091-61Z1

*Stepmom*. Columbia Pictures Industries Inc., 10202 W. Washington Blvd., Culver City, California, 1998. 90232-3195.

*The Art of Listening*. Learning Seed. McIntyre Media Limited, 2000. #158

*Valuing Diversity: Multicultural Communication*. Learning Seed. McIntyre Media Limited. 1997. #200051-61Z1

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## Appendix 4.3.1

### Communication Worksheet

Answer the following questions based on the communication of people observed in the video/movie viewed in class.

1. Are there some characters in the film that communicate well? Who are they? Why are there no barriers there? What aspects of effective communication do they use?
2. Which characters in the film do not communicate well? What are the barriers to communication between these characters? What may have caused these barriers?
3. What are some events/occurrences that eventually break down these barriers to communication?
4. Do some of the characters have to change some of their attitudes or ideas before the communication barriers break down? Explain.
5. Is the situation fully resolved by the end of the film or do some characters refuse to bend/change? Explain.
6. Might the situation have been resolved in a different way if the characters had been of the opposite gender? If so, describe how by referring to class discussion and/or handouts on gender differences in communication.

## Appendix 4.3.2

### Rubric for Assessing Communication Worksheet

**Note:** This rubric is intended to be used for summative evaluation purposes.

Category/Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
<b>Knowledge/ Understanding</b> - understands the role of communication in family interaction PRV.04, PR4.01	- passable description of effective communication used in the film	- acceptable description of effective communication used in the film	- competent description of effective communication used in the film	- outstanding description of effective communication used in the film
<b>Application</b> - applies understanding of gender differences in communication PR4.02	- limited awareness of gender differences in communication	- some awareness of gender differences in communication	- considerable awareness of gender differences in communication	- thorough awareness of gender differences in communication

**Note:** A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.

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## **Activity 4.4: Managing Conflict**

**Time:** 4 hours

### **Description**

In scripture, James (1:19-27) states “...everyone should be quick to hear, slow to speak, slow to wrath...” Many individuals fail to follow this. Instead, they allow the conflict to control the situation. Through the use of scripture readings and a Socratic lesson, students identify methods/techniques to manage conflict. They recognize the role self-discipline and respect for self and others play in managing conflict between family members. Students demonstrate their understanding through the application of these techniques in a role-playing activity.

### **Strand(s) & Learning Expectations**

#### **Ontario Catholic School Graduate Expectations**

CGE2a - listens actively and critically to understand and learn in light of gospel values;

CGE4a - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;

CGE7c - seeks and grants forgiveness.

**Strand(s):** Personal and Social Responsibilities

#### **Overall Expectations**

PRV.04 - evaluate family management techniques that promote self-discipline in children and adolescents.

#### **Specific Expectations**

PR4.03 - describe techniques for managing family conflict and sibling rivalry (e.g., family meetings, mediation, negotiation).

### **Prior Knowledge & Skills**

Students should:

- have effective listening and note-taking skills;
- have effective verbal skills;
- be able to role-play;
- have writing skills.

### **Planning Notes**

The teacher should:

- gather and copy Bible passages for distribution to students;
- develop notes for Socratic lesson on managing conflict;
- develop case studies dealing with conflict;
- invite a guest speaker from the community, church, or school (e.g. school administrator, guidance counsellor) who is a conflict management expert.

### **Teaching/Learning Strategies**

1. The teacher distributes various passages from the Bible dealing with conflict. (e.g., 1 Kings 3:16-28; Matthew 5:23-25; James 1:19-27; Ephesians 6:1-4; Luke 17:1-4; Luke 2:49-52; Luke 6:36-38) for students to read.
2. Students identify and discuss the methods used to resolve the conflict.

3. The teacher conducts a Socratic lesson on techniques (e.g. family meetings, mediation, negotiation, parent intervention, ignoring the conflict) for managing conflict to include:
  - definition/description of the technique;
  - promotion of self-discipline;
  - infusion of respect for self and others.
4. Class reviews the Bible readings for indications of respect for self and others, and encouragement for self-discipline.
5. The teacher supplies case studies involving conflict. Case studies should include examples that demonstrate a variety of cultures as well as conflicts.
6. In small groups, students pick a case study. Through role-play, the group demonstrates one of the techniques for managing conflict to resolve the case study conflict while respecting the dignity and welfare of others.
7. Groups present role-play to the class and a guest speaker (from the community, church, or school who is a conflict management expert) who will critique student-generated resolutions and facilitate discussion.
8. Students enter a reflection in their journal that discusses how incorporating confession into their lives might assist them in resolving conflict in their own life.

### Assessment & Evaluation of Student Achievement

Task	Tool	Purpose	Achievement Chart Categories
Identify and discuss methods used to resolve conflict	Teacher Observation	Diagnostic Formative	Knowledge/Understanding Thinking/Inquiry Communication
Demonstrate conflict technique (case study analysis and role playing)	Rating Scale or Rubric	Summative	Knowledge/Understanding Thinking/Inquiry Communication Application

### Resources

#### Books

- Bodenham, Gregory. *Back in Control: How to get Your Children to Behave*. New York: Simon and Schuster, 1992. ISBN 0-13-056870-8
- Brisbane, Holly E. *The Developing Child*, 8th ed. New York: Glencoe/McGraw Hill, 1997. ISBN 0-02-642708-7
- Brisbane, Holly E. *The Developing Child*, Teacher's Wraparound Edition. Glencoe/McGraw Hill, 1997. ISBN 0-02-647731-9
- Degler, Teri and Yvonne Kason. *Love, Limits and Consequences: Practical Approach to Kids and Discipline*. Toronto: Summerhill Publisher Limited, 1990. ISBN 0-929091-12-4
- Cowan, Anton (nihil obstat) and Rt. Rev. John Crowley (imprimatur). *The New Jerusalem Bible*, Standard Edition. Toronto: Doubleday, 1998. ISBN 0-385-493-207
- Herr, Judy. *Working with Children: Observation Guide*. Toronto: Irwin Publishing 1998. ISBN 1-56637-3891
- Herr, Judy. *Working With Young Children*. The Teacher's Resource Guide. Tinley Park, Illinois: The Goodheart-Willcox Company, Inc., 1998. ISBN 1-56637-390-5
- Sasse, Connie R. *Families Today*, 3rd ed. New York: Glencoe/McGraw-Hill, 2000. ISBN 0-02-643279-1 (Student Edition)

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Sasse, Connie R. *Families Today*, 3rd ed. New York: Glencoe/McGraw-Hill, 2000. ISBN 0-02-643279-X (Teacher's Wraparound Edition)

Hildebrand, Verna. *Parenting: Rewards and Responsibilities*. New York: Glencoe/McGraw Hill, 2000. ISBN 0026473852

### **Human Resources**

Catholic Family Services Representative

School Youth or Social Worker

School Administrator

### **Periodicals/Articles**

*Helping Children Respect and Appreciate Diversity* (Resource Sheet #35)

– [www.cfc~efc.ca/dpcs/cccf/re035\\_en.htm](http://www.cfc~efc.ca/dpcs/cccf/re035_en.htm)

### **Video**

*Disciplining Kids: Without Screaming or Scolding*. Illinois: The Learning Seed, 1996. 20 min.

*Responsible Kids in School and At Home*. 4201 Woodland Road, Circle Pines, Minnesota, American Guidance Services, 1998. #AC18040 (set of six videos)

### **Websites**

Canadian Council on Social Development – [www.ccsc.ca](http://www.ccsc.ca)

The Bible Gateway – [www.gospelcom.net/bible](http://www.gospelcom.net/bible)

Links for Thinking Christians – <http://leonard.acu.edu.au/~ajl404/chlinks.htm>

Parent-Child relationships – <http://www.hc-sc.gc.ca/hppb/familyviolence/parepar.pdf>

The Aboriginal Youth Network – [www.ayn.ca](http://www.ayn.ca)

Vatican website – [www.vatican.va](http://www.vatican.va)

## **Activity 4.5: Encouraging Self-discipline**

**Time:** 4 hours

### **Description**

Self-discipline is being able to control one's own behaviour. It is accepting accountability for one's own actions. In groups, students explore, discuss, and compare different experts' theories on the development of self-discipline in children while respecting the rights and contributions of others. Conclusions are drawn through group discussion.

### **Strand(s) & Learning Expectations**

#### **Ontario Catholic School Graduate Expectations**

CGE5e - respects the rights, responsibilities and contributions of self and others;

CGE6a - relates to family members in a loving, compassionate, and respectful manner;

CGE7b - accepts accountability for one's own actions.

**Strand(s):** Personal and Social Responsibilities

#### **Overall Expectations**

PRV.04 - evaluate family-management techniques that promote self-discipline in children and adolescents.

#### **Specific Expectations**

PR4.04 - describe techniques for enabling and empowering children and adolescents through the development of self-discipline (e.g., self-control, setting personal limits, self-talk, anticipating and accepting consequences, taking responsibility).

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## Prior Knowledge & Skills

Students should:

- have critical thinking skills;
- have collaborative/cooperative group skills;
- have effective verbal skills;
- have presentation skills;
- have writing skills.

## Planning Notes

The teacher should:

- gather books and videos of various child development experts;
- develop summary/précis about various child development experts to be distributed to students;
- copy checklist (or develop own assessment tool) for assessment of presentations.

## Teaching/Learning Strategies

1. The teacher:
  - defines self-discipline (e.g., “the ability to control one’s own behaviour” (Brisbane, 1997); careful control and training of oneself) and contrasts this with discipline (e.g., methods or rules for controlling conduct) and punishment;
  - further explains that encouraging self-discipline does not mean that children are able to discipline themselves, rather it means that they need to be disciplined in a manner that fosters behaviour that is not always parent controlled so that children will behave properly even in the absence of adults;
  - discusses the fact that some children may have difficulty with self-discipline and anger management (e.g., a learning disability);
  - defines self-esteem and explains its relationship to self-discipline;
  - outlines the concept that different theorists/child development experts promote different approaches to developing self-discipline. All discipline and behaviour modification has as its goal, self-discipline, particularly as children begin to explore and experience the world on their own.
2. In groups, students examine different experts’ theories on self-discipline using the Presentation Checklist (Appendix 4.5.1). Each member of the group is encouraged to participate while respecting the contributions of others.
3. The teacher provides each group with a summary/précis and/or video clip of a particular theorist/child development expert. These experts deal with various parenting techniques (e.g., logical consequences, 1,2,3 method, S.T.E.P., active listening, time ins/outs, setting clear expectations/limits, advance planning with child input, who owns the problem? positive language/encouraging statements, ignoring unimportant behaviours, one request/problem at a time, proper use of body language and voice tone, discipline/limit setting). These could include Barbara Coloroso, Montessori, Thomas Gordon, Thomas Phelan, and may include philosophies from traditional Aboriginal groups as well as other cultures (e.g., Inuit culture – where self-discipline arises out of the desire to not bring shame upon the family or the community). In addition this activity could include the behaviour guidelines/discipline philosophies from local daycares/preschool/Junior and Senior Kindergarten programs.

4. Each group formulates a written opinion regarding their assigned expert to include:
  - expert’s philosophy on discipline and self-discipline;
  - brief explanation of the philosophy (e.g., how it encourages: the development of self-discipline and self-control; the setting of personal limits; self-talk; acceptance of one’s own actions and the development of respect for family members);
  - group’s opinion;
  - justification of group’s opinion.
5. Before presenting their opinion to the class, the group completes the Presentation Checklist (Appendix 4.5.1).
6. Each group presents their opinion of their assigned expert to the class.
7. Class discusses basic philosophies of different methods of encouraging self-discipline.
8. Students enter a reflection in their journal, which discusses how they have been disciplined or how they would discipline their future children. Hand in for teacher evaluation.

### Assessment & Evaluation of Student Achievement

Task	Tool	Purpose	Achievement Chart Categories
Develop notes for presentation	Checklist	Formative	Knowledge/Understanding Thinking/Inquiry Communication
Complete reflection journal	Rubric	Summative	Communication Application

### Resources

#### Books

- Bergmann, Carolyn. *Are You Losing Control? The Common Sense Guide to Parenting Teens*. North Delta, B.C.: Crackling Communications, 2000. ISBN 0968629709
- Bodenham, Gregory. *Back in Control: How to get Your Children to Behave*. New York: Simon and Schuster, 1992. ISBN 0-13-056870-8
- Brisbane, Holly E. *The Developing Child*, 8th ed. New York: Glencoe/McGraw Hill, 1997. ISBN 0-02-642708-7
- Gordon, Thomas. *Discipline That Works: Promoting Self-Discipline in Children*. New York: Plume Publishing, 1991. ISBN 0452266432
- Degler, Teri and Yvonne Kason. *Love, Limits and Consequences: Practical Approach to Kids and Discipline*. Toronto: Summerhill Publisher Limited, 1990. ISBN 0-929091-12-4
- Dinkmeyer, Don Sr., et al. *Parenting Young Children: Systematic Training for Effective Parenting (STEP) of Children Under Six*. Circle Pines, Minnesota: American Guidance Service, 1997. ISBN 0679777970
- Dinkmeyer, Don Sr., et al. *The Parent’s Handbook: Systematic Training for Effective Parenting*. Circle Pines, Minnesota: American Guidance Service, 1997. ISBN 0679777989
- Hildebrand, Verna. *Parenting Rewards and Responsibilities*, 6th ed. Peoria, Illinois: Glencoe McGraw-Hill, 2000. ISBN 0-02-647385-2
- Langlois, Christine. *Understanding Your Teen Ages 13 to 19*. Toronto: Canadian Living Telemedia Communications Inc., 1999. ISBN 0345398807
- Ontario College of Catholic Bishops. *Turning Points: Readings in Family Life Education*. Toronto: Prentice Hall Ginn, 1997. 0-13-848763-4

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Phelan, Thomas. *1-2-3 Magic: Effective Discipline for Children 2-12*. Child Management, 1996. ISBN 0963386190

Coloroso, Barbara. *Kids Are Worth It! Giving Your Child the Gift of Inner Discipline*. Toronto: Somerville House Publishing, 1994. ISBN 0-921051-74-3HC

McKay, Gary D., et al. *Raising Responsible Kids in a Rude World: Teaching Your Children the Power of Mutual Respect and Consideration*. California: Prima Publishing, 2001. ISBN 0-7615-2811-3

#### **Websites**

– <http://www.ccma.ca/ccma/aboutmon.htm>

website that outlines philosophy and history of Montessori education.

– <http://www.cyberparent.com/books/123magicphelan.longbook.htm>

review and summary of book by Thomas Phelan

#### **Periodicals/Articles**

*Understanding Children's Behaviour: The Key to Effective Guidance*

– [www.cfc~efc.ca/docs/cdccb/00009\\_en.htm](http://www.cfc~efc.ca/docs/cdccb/00009_en.htm)

#### **Video/Audio**

Coloroso, Barbara. *Winning at Parenting... Without Beating Your Kids*. Littleton, Colorado: Pannonia International Film, 1989. Available through Kids Are Worth It! Post Office Box 621108, Littleton, Colorado, 80162 USA. Phone 1-800-729-1588

*Raising Responsible Children*. Fort Erie: Houghton Mifflin Co., Sunburst Division, 2000. 47 min.

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## Appendix 4.5.1

### Presentation Checklist

**Note:** This checklist is intended for formative assessment purposes.

Checklist	Complete	Incomplete
Statement of assigned expert's philosophy (What does he/she believe to be an effective method of encouraging self-discipline?)		
Brief summary of assigned expert's philosophy includes the development of self-esteem		
Brief summary of assigned expert's philosophy includes encouraging the development of self-discipline, self-control		
Brief summary of assigned expert's philosophy includes encouraging acceptance of one's own actions, anticipating and accepting consequences		
Brief summary of assigned expert's philosophy includes the development of respect for family members		
Inclusion of personal opinion on assigned expert's philosophy (Do you agree/disagree with this expert?)		
Opinion on assigned expert is fully justified (Why do you agree/disagree with this expert?)		
Comments:		