

Public 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 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.

Course Notes

In writing this Course Profile, the writers for the Public School Board and the writers for the Catholic School Board collaborated on the sequencing of units, number of units, timing for the units, and the general organization of the Overall and Specific Expectations within the clusters. These may be used together to provide more fulsome support.

There are no prerequisites for Parenting and Human Development, but the teacher may wish to survey the students in order to establish prior knowledge with reference to parenting/care-giving skills and human development, which they may have learned in previous social science and humanities courses. Many of the concepts in the Parenting and Human Development course are similar to the concepts in the two Grade 11 parenting courses, but with a more in-depth approach emphasizing the school-age child and the adolescent child in conjunction with the workplace. It is strongly recommended that teachers follow the order in which the units are presented in this Course Profile because of the sequential nature of the learning. Often, prior knowledge from previous units and activities is assumed and required to proceed with the activities. Since this is a Workplace Preparation course, it begins with parenting as an occupation and how it relates to parenting/care-giving as a life-long commitment and/or career choice. Further career connections are made throughout the course. The course proceeds from human development to family development, responsible parenting, social structures as they relate to parenting/care-giving and individuals who work with children, and concludes with a culminating unit. Therefore, the expectations have been grouped to best meet this perspective. Unit 6, the culminating unit, requires pre-planning. Social challenges are integrated throughout the course, thus providing students an opportunity to explore ideas and to make connections for themselves, with their family, the community, and society as a whole.

This course has been designed to prepare students with the knowledge and skills required to meet the expectations of employers if students plan to enter the workplace directly following graduation or the requirements for admission for certain apprenticeships or other training programs. Students should be made aware of the fact that many of the positions they may be interested in as a future career, e.g., child and youth care worker or early childhood educator, require some postsecondary education (e.g., apprenticeships, training programs, or college programs). Also, some of the positions they might be considering as a future career could be obtained through the Ontario Youth Apprenticeship Program (OYAP). The apprenticeship programs currently being offered are: Child and Youth Worker (CYW), Aboriginal Early Childhood Educator, Early Childhood Educator (ECE), and the Early Childhood Educator Specialists in Exceptionalities, which is only granted to an individual who has either the Aboriginal Early Childhood Educator or Early Childhood Educator Certificate of Apprenticeship or an ECE Diploma or its equivalent.

Social science research and inquiry skills are introduced in the unit where they are first applied and are repeated and developed throughout the course. The Overall Expectations and Specific Expectations are listed for each unit in the cluster where they are taught. For the developed unit, the Overall Expectations and the corresponding Specific Expectations are stated at the beginning of each activity within the unit. **Note:** When a specific expectation has more than one segment, be sure to address only the segment that is being focused on in that particular cluster/activity. Specific expectations may be repeated throughout the course to reinforce a particular concept, thus ensuring that content connections are made throughout the course. Unit 6, which is the culminating activity, exemplifies this by incorporating the “enduring understandings” of the course, therefore providing the students with an opportunity to apply the key concepts/issues of parenting/care-giving and human development that have been emphasized throughout the course.

Teachers should review their board policy on equity. They must be sensitive to a variety of religious beliefs as well as the ethnic and cultural customs of their students, thus making changes to their teaching/learning strategies to address the needs of their student population. Similarly, teachers 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 related to children, families, and society, e.g., parent/care-giver responsibilities as a lifestyle or career choice, balancing the demands of work and family, impact of the changing parent/child relationship throughout the life cycle on the family, the influence that schools and media have on the development of children and adolescents, benefits of child development and parenting programs as related to healthy beginnings, etc. Thus, the students’ reactions to these issues must be anticipated and respected. Teachers should be prepared for potential disclosures and be prepared to work with school counsellors who may provide referrals to the appropriate professionals or services within their community. In conclusion, the roles and the responsibilities that parents/care-givers and individuals who work with children and adolescents have in ensuring the well-being of children/adolescents will be addressed.

Prior to the students being involved in the practical components of this course, whether in a day care, school classroom, or community setting, proper observation techniques, appropriate child behaviour guidance techniques, child health and safety, and the issues of confidentiality need to be thoroughly taught. 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. When the importance of confidentiality issues are taught, students need to become knowledgeable about the situations wherein they may not be able to maintain confidentiality due to policies and legislation. It is essential that students are fully aware of the expectations and the responsibilities they incur when observing children or job shadowing adults who work with children. Students are provided with guidelines for research principles, which include issues such as observation protocol, legislation, and policies regarding confidentiality, and the administration of interviews/surveys. Students should be instructed to respect an individual’s choice to respond to an interview/survey question with “no comment” or “no response at all” as a valid answer. For clarification of the *Cooperative Education and Other Forms of Experiential Learning Policies and Procedures for Ontario Secondary Schools 2000* document, it is suggested that teachers consult their board policy and/or their cooperative education department with reference to the expectations that are to be followed for observations and job shadowing. If the teacher decides to incorporate electronic infant simulators in this course, complete instructions need to be given along with a demonstration on how to properly care for the electronic infant simulator while it is in the student’s care. It is recommended that the safe use of all equipment and materials required for this course be taught prior to their use.

Although written for adolescents in Grade 12, this course could be adapted for adult students. While the practical skills are similar, the content may need to be adjusted to be relevant to adult learners. The suggested hours for units and activities are guidelines; teachers may adjust the timelines to meet student, school, and community needs.

Units: Titles and Time

* Unit 1	Parenting/Care-giving: Lifestyle and Career Choices	27 hours
Unit 2	Understanding Human Development: Infancy through Adolescence	20 hours
Unit 3	Understanding Family Development	10 hours
Unit 4	Responsible Parenting and Care-giving	25 hours
Unit 5	Social Structures: Their Impact on Children and Families within the Community	20 hours
Unit 6	Culminating Activity: Parenting as an Occupation: Making Lifestyle and Career Choices	8 hours

* This unit is fully developed in this Course Profile.

Unit Overviews

Unit 1: Parenting/Care-giving: Lifestyle and Career Choices

Time: 27 hours

Unit Description

In order to examine the role of parenting, students assess parenting/care-giving as a career and/or lifestyle choice, be it in the workplace, the home, or as a volunteer in the community. They focus on parenting the school-age child and adolescent, both inside and outside the home, while recognizing the shifting responsibilities in decision-making, intellectual, social, and emotional development. Finally, students create a Family Studies Career Fair display on occupations as they relate to parenting and working with school-age children and adolescents.

Unit Synopsis Chart

Activity	Learning Expectations	Assessment Categories	Tasks
1.1 Working with Children 6 hours	FLV.04, HDV.01, SCV.04, FL4.01, HD1.03, SC4.04	Knowledge/ Understanding Communication	<ul style="list-style-type: none"> • Game: “What Is My Occupation or Volunteer Position?” • Card Groupings • Class Notes: “Who Works with Children?” • “Working with Children: Advantages and Disadvantages of Paid Employment and Volunteering” • “Working with Children: Occupations and Volunteer Positions According to Stages and Places in the Lifespan” • Occupations and Opportunities in the social service sector • Guest Speaker(s) • Response Letter

Activity	Learning Expectations	Assessment Categories	Tasks
1.2 The Process of Parenting Inside and Outside the Home 5 hours	PRV.01, PRV.02, PR1.01, PR1.02, PR1.03, PR2.05	Thinking/ Inquiry Application Communication	<ul style="list-style-type: none"> • Think/Pair/Share Activity • Decision-Making Activity: Making Major/Minor Decisions • “Pass It On Role Play” Activity • Reflection or Graphic Organizer: Applying Decision-Making Model • Visit School Cafeteria with Presentation by Food Service Manager or Registered Dietician • Summary of Occupations – Re: Nutritional Well-Being • “Mystery Box” Activity Worksheet: “Thinking about Lunches...”
1.3 Expanding the Parenting/ Care-giving Role Through Observation 8 hours	HDV.01, HDV.02, SCV.02, ISV.01, ISV.03, HD1.03, HD2.03, SC2.03, IS1.01, IS1.02, IS2.03, IS2.04	Knowledge/ Understanding Application Communication	<ul style="list-style-type: none"> • Parenting Definition • Observation Research and Data Collection Methods • Class Presentation: Peer Tutor/Teacher Sponsor • Student Observations and/or Job Shadow: <ul style="list-style-type: none"> • teachers/children in classroom setting • volunteer leaders in community setting • parents and children in real-life settings • Observation Report
1.4 Culminating Activity – Family Studies Career Fair Display 7 hours	FLV.04, SCV.04, ISV.01, ISV.03, FL4.02, FL4.03, SC4.04, IS1.01, IS2.04	Knowledge/ Understanding Thinking/ Inquiry Communication Application	<ul style="list-style-type: none"> • Guest Speaker(s): School Counsellor/Guidance teacher • Class Activity: Develop Template for Career Fair and Assessment Rubric • Student Research • Student Display: Family Studies Career Fair Display

Unit 2: Understanding Human Development: Infancy Through Adolescence

Time: 20 hours

Unit Description

The focus of this unit is human development from infancy to adulthood with an emphasis on children and adolescents. The importance, the challenges, and the strategies necessary for having a healthy pregnancy, leading to the health of the child throughout the life cycle are addressed. Social and emotional development from infancy through adolescence is discussed as well as the impact that gender and cultural influences have on this development. Students investigate the latest theories on brain development and their impact on how an infant, a child, and an adolescent develop speech and language, literacy and numeracy skills, and the transition from adolescence to adult thinking. As well, gender differences in intellectual development are researched. Students compare the stages of moral

development as it relates to children and adolescents. They then demonstrate the various ways children and adolescents perceive right from wrong in combination with a comparison of the morality tales as told in various cultures. Students use children’s literature to communicate their understanding of the issues addressed in this unit.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
2.1 4 hours	HDV.01, ISV.01, ISV.03, HD1.01, HD1.02, HD1.03, IS1.02, IS2.04	Knowledge/ Understanding Thinking/ Inquiry Communication	Prenatal and Infant Care Linked to Long Term Growth and Development <ul style="list-style-type: none"> Challenges and long-term costs connected with health issues during infancy that might be prevented with proper prenatal and postnatal care Strategies for healthy pregnancies and optimum birth weights, e.g., prenatal health care, nutrition, breastfeeding, no smoking, drugs, and alcohol Surveys/interviews: Comparison of the local prenatal and family support programs in their community that encourage healthy beginnings. Discussion of the results
2.2 3 hours	FLV.01, HDV.02, ISV.01, ISV.03, FL1.03, HD2.01, HD2.02, HD2.04, HD2.05, IS1.04, IS2.04	Knowledge/ Understanding Thinking/ Inquiry	Attachment and the Effects on Emotional and Social Development in Children and Adolescents <ul style="list-style-type: none"> Define attachment theory Patterns in human development re: attachment Brainstorm strategies that promote attachment Strategies for attachment from infancy through adolescence Analyse the role family members have in emotional and social development Development of emotional intelligence from childhood through to adolescence Gender differences and cultural influences affecting one’s emotional development
2.3 6 hours	HDV.03, ISV.01, ISV.03, HD3.01, HD3.02, HD3.03, HD3.04, HD3.05, IS1.03, IS1.04, IS2.04	Knowledge/ Understanding Thinking/Inquiry	Brain Stimulation and its Effects on Intellectual Development <ul style="list-style-type: none"> Define intellectual development Key contributors to brain research and understanding human development in early childhood. Students do an Internet search (with teacher guidelines). Infant stimulation strategies that develop one’s speech and language, e.g., rhyming, reading aloud Brain research re: the development of literacy and numeracy skills in children/adolescence Skits to demonstrate an understanding of how adolescents and adults think differently Theories or current research regarding gender differences in one’s intellectual development

Cluster	Learning Expectations	Assessment Categories	Focus
2.4 4 hours	HDV.04, ISV.01, ISV.03, HD4.01, HD4.02, HD4.03, HD4.04, IS1.04, IS2.04	Knowledge/ Understanding Application Communication	Stages of Moral Development <ul style="list-style-type: none"> Define moral development Key theorists of moral development, e.g., Kohlberg and Gilligan Comparison of how children of different ages demonstrate their moral thinking, e.g., taking a stand, showing tolerance, etc. Using every day situations to identify the various ways children/adolescents perceive right and wrong Discussion of morality tales, comparison of tales from various cultures For enrichment, locate storybooks depicting morality tales. Decide how parents/care-givers could use these stories to help children/adolescents better manage morality issues.
2.5 3 hours	ISV.01, ISV.03, IS1.01, IS1.03, IS2.04	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Culminating Activity: Children’s Literature <ul style="list-style-type: none"> After selecting an area of interest within this unit, students locate and gather information about human development and parenting. Choose a child’s book to symbolize the area of interest being investigated. Presentation of how the selected book could be used by parents/care-givers to help children/adolescents with the issues of social, emotional, intellectual, and/or moral development as well as healthy beginnings for infants For enrichment, information learned in this unit can be used to write a story to assist children/adolescents with the issues of social, emotional, intellectual, and/or moral development as well as healthy beginnings for infants.

Unit 3: Understanding Family Development

Time: 10 hours

Unit Description

This unit addresses various family forms and patterns within the family life cycle. As well, students identify the factors that affect the timing of children in families, e.g., career goals, financial situation, housing accommodations, cultural traditions, etc. In addition, they explain the challenges that parents face as their family patterns change, e.g., crowding, sibling rivalries, stress, strained resources, etc. Finally, students identify how the changing needs of families and family members are met throughout the stages of the life cycle.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
3.1 2 hours	FLV.01, FL1.02, FL1.03	Knowledge/ Understanding	Family Life Cycle: Family Forms and Patterns <ul style="list-style-type: none"> • Identification of family forms that are present in our society, e.g., nuclear, common-law, lone-parent, blended, etc. • Identification of patterns, which occur in family development, e.g., beginning family, expanding family, contracting family, etc.
3.2 2 hours	FLV.01, ISV.01, ISV.03, FL1.01, FL1.02, FL1.04, IS1.03, IS2.04	Knowledge Understanding Thinking/ Inquiry Communication	Family Life Cycle: Stages and Transitions <ul style="list-style-type: none"> • Models of developmental stages in a family life cycle, e.g., Carter-McGoldrick model, Meiklejohn model • Stages in the family life cycle, e.g., families with young children, adolescent children, and adult children • Role-play the adjustments which will need to be made by parents and children as they move from one stage to the next throughout the family life cycle, including adult children returning home to live (with or without spouse and children)
3.3 3 hours	FLV.03, ISV.01, ISV.03, FL3.01, FL3.02 IS1.03, IS2.04	Knowledge/ Understanding Communication	The Expanding Family <ul style="list-style-type: none"> • Mind map factors that influence parents in making the decision to parent, e.g., career goals, financial situation, cultural traditions, housing, etc. • Discuss challenges that parents may face as their family expands, e.g., crowded accommodations, sibling rivalries, stress, strained resources, less free time for themselves and individual members of their family, etc.
3.4 3 hours	FLV.01, FLV.02, ISV.01, ISV.02, SV.03, FL1.04, FL2.01, FL2.02, IS1.02, IS1.03, IS2.01, IS2.04	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Culminating Activity: Changing Needs of Families Over Time <ul style="list-style-type: none"> • Adjustments families make as they proceed through the stages of the life cycle • Meeting the needs of families and their members throughout the life cycle • Nature of changes within a couple’s relationship and the parent-child relationship throughout the life cycle with reference to family form and patterns within the context of the family life cycle • Research and present information concerning the changing needs of the family

Unit 4: Responsible Parenting and Care-giving

Time: 25 hours

Unit Description

Being a responsible parent/care-giver is the focus of this unit. For review, students brainstorm issues that pertain to responsible parenting/care-giving. Students explore “how” and “what” parents and caregivers do to provide a healthy environment for their children and adolescents as well as to encourage them to be responsible members of society. In addition, students address the following topics as they relate to children and adolescents: nutritional needs, age-appropriate behaviour, and communication/conflict resolution skills. The issues that parents/care-givers face while working are examined in conjunction with being a responsible parent/care-giver. In conclusion, students interact with primary age children.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
4.1 1 hour	FLV.01, FLV.02, FL1.03, FL2.01	Knowledge/ Understanding	Human and Family Development: Review <ul style="list-style-type: none"> Requirements for responsible parenting/care-giving from review of Units 2 and 3 Development of a “working” definition for responsible parenting/care-giving
4.2 7 hours	PRV.02, SV.01, ISV.03, PR2.01, PR2.02, PR2.03, PR2.04 IS1.03, IS1.04, IS2.04	Application Communication	The Importance of Meeting the Nutritional Requirements of Growing Children and Adolescents <ul style="list-style-type: none"> Identification and comparison of nutritional requirements for children/adolescents Identification of impact of inadequate nutrition on how one learns, grows, and develops, e.g., diminished concentration Identification of a healthy snack, school lunch (including a bag lunch), and dinner for a child/adolescent Cooperative group presentation depicting healthy meals for children/adolescents. Individually, students prepare a chart explaining how the foods and amounts selected meet the requirements for healthy, growing children/adolescents Strategies parents/care-givers, teachers, and youth workers may use to encourage healthy eating habits in children/adolescents. If time and facilities permit, students could prepare a buffet of nutritious snacks for children/adolescents. Review working in the kitchen, emphasizing health and safety. Alternatively, bring a nutritious snack for a school-age child/adolescent keeping in mind food safety. Students compare and explain their food selections.

Cluster	Learning Expectations	Assessment Categories	Focus
4.3 6 hours	PRV.03, ISV.01, ISV.03, PR3.01, PR3.02, PR3.03, IS1.04, IS2.03	Knowledge/ Understanding Thinking/ Inquiry Application	Age-Appropriate Behaviour: School-Age Children and Adolescents <ul style="list-style-type: none"> • Appropriate behaviour for school-age children/adolescents • Observations in real-life settings of social and cultural expectations for age-appropriate behaviour in school-age children/adolescents • Characteristics of appropriate behaviour, within and outside of families • Strategies used to reinforce appropriate behaviour in various situations, e.g., stating what is expected, child helps determine consequence, modelling, etc.
4.4 6 hours	PRV.04, ISV.01, PR4.01, PR4.02, PR4.03, PR4.04, IS1.04	Thinking/ Inquiry Communication	Communication and Conflict Resolution – Making it Work for You! <ul style="list-style-type: none"> • Role of communication in the interactions of family members • Gender differences in communication • Techniques families use to manage family conflict and sibling rivalry, e.g., family meetings, negotiation, etc. • Techniques used to enable and empower children/adolescents to develop self-discipline, e.g., self-control, taking responsibility, etc.
4.5 2 hours	SCV.01, ISV.01, SC1.01, IS1.02	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Issues Facing Employed Parents <ul style="list-style-type: none"> • Identification of the “Issues Facing Employed Parents” • Students interview their parents or guardians to discover the issues they have faced while raising their children and working • Comparison of issues
4.6 3 hours	PRV.02, PRV.03, PRV.04, ISV.01, ISV.03, PR2.01, PR2.02, PR3.03, PR4.01, IS1.04, IS2.04	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Culminating Activity: Child Interaction <ul style="list-style-type: none"> • Note: For the following activities, kitchen health and safety and food safety need to be addressed. • Note: Food allergies (e.g., peanut butter) and planning age-appropriate snacks need to be discussed and accommodated. • Plan and prepare a nutritious snack, for a school-age child at the primary level, e.g., sibling, neighbour, niece, or nephew OR for a primary class brought into the parenting class OR for delivery to a day care centre. • Reflection explaining why healthy snacks are important for children, and how busy parents can ensure that they provide nutritious snacks for their children

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

Time: 20 hours

Unit Description

In this unit, social services, which support children and families within the community, are addressed. Both the positive and negative influence of media on children and families are investigated. Students explain the role of the school and its impact on the lives of children. Finally, students develop an appreciation of the challenges that families have trying to balance family and work on a daily basis. As a follow-up, students prepare a cooperative group multimedia presentation.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
5.1 5 hours	FLV.02, SCV.04, ISV.01, ISV.03, FL2.03, SC4.01, SC4.02, SC4.03, IS1.02, IS2.04	Knowledge/ Understanding Thinking/ Inquiry Communication	Social Services Supporting Children and Families <ul style="list-style-type: none"> Practical experience in a community setting to determine the role of the community in meeting needs of families Discuss support groups available for parents/siblings when a family member is ill, has a chronic disease, etc. Discuss concerns that are addressed by social agencies, e.g., violence, poverty, addictions, death of a family member, etc. Discuss purpose of family counselling Primary research to ascertain the services available within the community to meet the needs of families
5.2 5 hours	SCV.03, ISV.01, ISV.03, SC3.01, SC3.02, SC3.03, IS1.04, IS2.04	Thinking/ Inquiry	The Role of Media: Positive and Negative Influences on Children and Families <ul style="list-style-type: none"> Analysis of how families focus on the positive use of media, e.g., educational programs, current events, etc. Analysis of effects of media violence on children/adolescents, e.g., increased peer and school violence Analysis of how advertising influences families, e.g., purchase of food items, clothing, etc.
5.3 3 hours	PRV.03, SCV.02, ISV.01, ISV.03, PR3.01, SC2.01, SC2.02, SC2.03, IS1.03, IS2.04	Knowledge/ Understanding Thinking/ Inquiry Communication	The Roles That Schools Play in the Lives of Children and Families <ul style="list-style-type: none"> Rules and regulations governing schools that concern parents, e.g., school's code of conduct, truancy, etc. Discuss how schools affect the lives of children at different ages Review observations made in real-life settings in Unit 1 and Unit 4 to determine the role schools play in the lives of children at different ages

Cluster	Learning Expectations	Assessment Categories	Focus
5.4 3 hours	SCV.01, SC1.01, SC1.02, C1.03	Knowledge/ Understanding Application	The Balancing Act: Family and Work <ul style="list-style-type: none"> Review Unit 4 – issues that face parents/caregivers who work while raising children, e.g., child-care schedules, care for a sick child, etc. Identification of options available for parents for child-care Explanation of advantages and disadvantages of various child-care and after-school-care programs Focus on the effects on children and their families: <ul style="list-style-type: none"> if parents work part-time; if both parents work full-time; if parents are not working at all.
5.5 4 hours	ISV.01, SV.02, ISV.03, IS1.03, IS1.04, IS2.01, IS2.02, IS2.04	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Culminating Activity: Multimedia Presentation <ul style="list-style-type: none"> Investigation of topic discussed in this unit, e.g., social services supporting children/adolescents/families, influences of media, role of schools, or balancing work and family Multimedia presentation on the key issues of the topic selected Individual summary of learnings from the group presentations

**Unit 6: Culminating Activity: Parenting as an Occupation:
Making Lifestyle and Career Choices**

Time: 8 hours

Unit Description

This unit may be used in place of a written examination or in conjunction with an examination. The planning and preparation for this unit should start well in advance. The following is one example of what could be done for a culminating activity. Another suggestion might be the use of portfolios. The specific expectations listed below may vary depending on the information the students focus on in their work. Specific expectations have been repeated throughout the course to reinforce particular concepts, thus ensuring that content connections have been made throughout the course. Unit 6, the culminating activity, exemplifies this by incorporating the “enduring understandings” of the course, thus providing the students with an opportunity to apply the key concepts/issues of parenting/care-giving and human development that have been emphasized throughout the course.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
6.1 8 hours	FLV.02, FLV.04, HDV.03, PRV.01, SCV.01, ISV.01, ISV.02, ISV.03, FL2.01, FL4.03, HD3.04, PR1.01, SC1.01, IS1.02, IS1.03, IS1.04, IS2.01, IS2.02, IS2.03, IS2.04	Knowledge/ Understanding Thinking/ Inquiry Communication Application	<p>Culminating Activity for the Course: Parenting as an Occupation: Making Lifestyle and Career Choices</p> <ul style="list-style-type: none"> • Groups collect information learned throughout the course as well as additional “hands-on” research to support or refute the information learned thus far, e.g., class notes, Internet research, interviews/surveys, observations, etc. • Individuals create a booklet, a series of brochures, a video, a webpage or a template, etc. for <i>Parenting as an Occupation: Making Lifestyle and Career Choices</i>, to demonstrate understanding of the issues. • Information to include: <ul style="list-style-type: none"> • decision making; • concerns mothers and fathers have – e.g., balancing work and family; • meeting the needs of children and families; • occupations available – child and/or family; etc. • Essay, computer presentation, or oral presentation on the impact that these issues have had on their decision-making process with reference to <i>Parenting as an Occupation: Making Lifestyle and Career Choices</i>.

Teaching/Learning Strategies

There are times during this course when the teacher will want to reinforce the classroom learning through practical activities. Several teaching/learning strategies have been recommended that involve various sectors of the local community to assist with practical activities. Demonstrations, direct instruction, and information about specific techniques 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 need to review the proper techniques required for setting-up, implementing, and administering surveys or interviews.

Teachers must also be cognizant of the needs of ESL/ELD students in their classroom and make appropriate adjustments to their teaching/learning strategies.

As a Workplace Preparation course, the teaching/learning strategies emphasize the reinforcement of critical thinking and problem-solving skills as related to the workplace. Students have the opportunity to continue to improve their ability to work in teams, consensus build, and respect the opinions and ideas of others. As well, social science research and independent skills are integrated throughout the course. A variety of teaching/learning strategies is encouraged to meet the different learning styles of the students, which enables them to meet the course expectations and to set the stage for adult learning. 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, job shadowing, jig-saw, mind mapping, note making, presentations, problem-solving strategies and models, reflective writing, report writing, role-playing, scenarios, simulation games, skits, social science research, Socratic lessons, student/teacher conferencing, think/pair/share, and viewing and analysing TV programs and/or videos related to parenting/care-giving, the workplace, and human development. This list is in no way inclusive of all of the appropriate teaching/learning strategies available for teachers to use in the classroom.

It is strongly recommended that teachers review their 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, teachers should preview websites prior to student use. Teachers may also find it useful to develop a guideline to assist students with assessing the quality of Internet information.

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 *The Ontario Curriculum, Grades 9 – 12: Program Planning and Assessment, 2000*. The intent of the Achievement Chart for Social Sciences and Humanities (*The Ontario Curriculum, Social Sciences and Humanities, Grades 11 and 12, 2000*, pp.144-145) is reflected within the units of 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 observations and day care visits, logs, creation of simulation games, interviewing community agencies and analysing information, and the creation of activities for children. Examples of assessment tools are criterion-referenced checklists, criterion-referenced marking schemes, and rubrics.

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*: occurs during learning; ongoing feedback to the teacher and student about quality of learning and the effectiveness of instruction.
- *Summative*: usually carried out at the end of a learning process; may include feedback and/or evaluation.

Seventy per cent of the grade will be based on assessments and evaluations conducted throughout the course. Thirty per cent of the grade will be based on the final evaluation in the form of an examination, performance task, essay, and/or another 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 examples: written examination, oral examination, oral report or presentation, social science research project, essay, and/or case study application.

In the unit overview charts provided in this document, the Assessment Categories in bold indicate the focus of assessment for that cluster of expectations. This does not preclude assessment in the other areas of the Achievement Chart, but simply emphasizes some direction for attention to a particular part of the Achievement Chart category. It is suggested that various means of formative assessment be used throughout the units to assess all areas of the Achievement Chart in order to prepare students for success in the culminating activities.

Accommodations

Teachers should consult a student's Individual Education Plans (IEPs) for specific direction on accommodation for individuals and their unique learning characteristics. For most exceptional students, the learning expectations are the same as the expectations outlined in the curriculum policy document. Accommodations such as specialized supports and services will be provided in collaboration with Special Education staff where available to help students meet the expectations.

Teachers need to use the most appropriate methods and materials to help individual exceptional students achieve the expectations as outlined in their IEPs.

Some examples of accommodations for students with special needs are as follows: oral testing, using a scribe for written work, demonstration of a skill, peer tutor, simplified instructions, flexible timelines, making changes to handouts, instructions and project guidelines, and enrichment activities. Special Education teachers are excellent supports in this area, and their expertise should be sought, where they are available.

A careful reading of the IEP will lead to understanding of specific recommendations for instruction and assessment accommodation. 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. Teachers should foster a positive atmosphere accepting of the individual's uniqueness, values, and needs.

Adaptation of the course for ESL/ELD students should reflect the knowledge and skills which these students possess. They may need extra support to acquire basic literacy skills and academic concepts. Teachers should select resources that relate to the ESL/ELD curriculum document Strand's Expectations: writing, reading, oral and visual communications, and social and cultural competence.

Resources

The resources that may be used for the entire course are listed below. General and specific resources for the fully developed unit, Unit 1 are listed there; however, the teacher may find these resources applicable to the other units. The writers have tried to offer a variety of suggested resources that could be used in this course. Please cross reference the following resource list with the resource list in each of the Grade 11 parenting courses. It is not expected that a teacher would use all of the resources listed.

Units in this Course Profile make reference to the use of specific texts, magazines, films, videos, and websites. Teachers need to consult their board policies regarding use of any copyrighted materials. Before reproducing materials for student use from printed publications, teachers need 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 has obtained the appropriate public performance videocassette licence from an authorized distributor, e.g., Audio Cine Films Inc. Teachers are 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.

Print

Ministry of Education

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

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

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

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

Teacher Resources

- Baker, Linda L., P. Jaffe, and K. Moore. *Understanding the Effects of Domestic Violence: A Trainer's Manual for Early Childhood Educators*. London, Ontario: Centre for Children and Families in the Justice System, Government of Ontario. ISBN 1-8959953-12-X
- Bennett, Holly and Teresa Pitman. *Steps and Stages from 6 to 8: The Early School Years*. Toronto: Key Porter Books, 1998. ISBN 1550139746 (Paperback)
- Fox, Mem. *Reading Magic: Why Reading Aloud to Our Children Will Change Their Lives Forever*. New York: Harcourt, Inc., 2001. ISBN 0-15-601076-3
- Gardner, Howard. *Frames of Mind: The Theory of Multiple Intelligences*. New York: Basic Books, 1993. ISBN 0-465-02509-9
- Howard, Pierce J. *The Owner's Manual for the Brain: Everyday Applications from Mind-Brain Research*, 2nd ed. Atlanta: Bard Press, 2000. ISBN 1885167-41-5
- Jenson, Eric. *Teaching with the Brain in Mind*. Alexandria, Virginia USA: Association for Supervision and Curriculum Development, 1998. ISBN 0-87120-299-9

Teacher/Student Resources

- Cunningham, Mary, Eva Meriorg and Laura Trysenaar. *Parenting in Canada Today*. Irwin Publishing Ltd., Toronto, Canada, 2003. ISBN 07725 29434
- Erwin, Cheryl and Rosalyn Ducky. *Positive Discipline for Preschoolers*. Rockland, California: Prima Rib, 1995. ISBN 1-555-958-497-1
- Decker, Celia Anita. *Children: The Early Years*. Tinley Park, Illinois: The Goodheart-Wilcox Company, Inc., 2000. ISBN 1-56637-559-2
- Hacker, Diane. *A Canadian Pocket Style Manual*. Scarborough, Ontario: Nelson Canada, 1995. ISBN 0-17-604879-0
- 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 Children*. Tinley Park, Illinois: The Goodheart-Willcox Company, Inc., 1998. ISBN 1-56637-387-5
- Herr, Judy. *Working with Children: The Observation Guide*. South Holland, Illinois: The Goodheart-Willcox Company, Inc., 1990. ISBN 0-87006-734-6
- Herr, Judy. *Working with Children: The Teacher's Resource Guide*. Tinley Park, Illinois: The Goodheart-Willcox Company, Inc., 1998. ISBN 1-56637-390-5
- Klein, Diane M. and Deborah Chen. *Working with Young Children from Culturally Diverse Backgrounds*. Scarborough, Ontario: Nelson Thomson Learning (Delmar Publishers), 2001. ISBN 0766821063
- Langlois, Christine. *Raising Great Kids 6 to 12*. Toronto: Canadian Living Telemedia Communications Inc., 1999. ISBN 0345398793
- Langlois, Christine. *Understanding Your Teen Ages 13 to 19*. Toronto, ON, Canada: Canadian Living Telemedia Communications Inc., 1999. ISBN 0345398807
- 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., J. McKay, D. Eckstein, and S. Maybell. *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

Morrish, Ronald G. *Secrets of Discipline: 12 Keys for Raising Responsible Children*. Ontario: Woodstream Publishing, 1997. ISBN 0-9681131-0-9

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

Rosser, Caroline Sprang. *Planning Activities for Child Care: A Curriculum Guide for Early Childhood Education*. Tinley Park, Illinois: The Goodheart-Willcox Company, Inc., 1998. ISBN 1-56637-428-6

Ryder, Verdene. *Parents and Their Children*. Tinley Park, Illinois: The Goodheart-Willcox Company, Inc., 2000. ISBN 1-56637-518-5

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

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

Tannen, Deborah. *I Only Say This Because I Love You: How the Way We Talk Can Make or Break Family Relationships Throughout Our Lives*. New York: Random House, 2001. ISBN 0-679-45601-5

Booklets/Pamphlets

National Council of Welfare. “Healthy Parents, Healthy Babies.” Ottawa: Minister of Public Works and Government Services Canada, 1997. Cat. No. H68-42/1997E. ISBN 0-662-25790-1

Profiling Canada’s Families II. Canada: Vanier Institute of the Family, 2000. ISBN 0-919520-71-5

Periodicals/Articles (see Unit 1 and websites for a complete bibliographic annotation)

“Adolescence” (13 to 18 years old) (Fact Sheet #9) – <http://www.cfc-efc.ca/docs/vocfc/00000799.htm>

Carol Gilligan – “Notes on In a Different Voice” – <http://www.acypher.com/BookNotes/Gilligan.html>

“Developmental Stages, Theories of” (Kohlberg)

– http://www.findarticles.com/cf_dls/g2699/0000/2699000096/p1/article.jhtml

“Emotional Growth through Musical Play” – <http://www.cfc-efc.ca/docs/cccf/00001205.htm>

“Enhancing Language Skills in Four- and Five-Year-Olds”

– <http://www.cfc-efc.ca/docs/cccf/00001046.htm>

“Facing TV Violence: A 3-Lesson Unit for Primary and Junior Ages”

– <http://www.cfc-efc.ca/docs/mnet/00001164.htm>

“Family Decisions About Television” – <http://www.cfc-efc.ca/docs/mnet/00001062.htm>

“Executive Summary: Nutrition for Healthy Term Infants” (Health Canada)

– <http://www.hc-sc.gc.ca/english/media/releases/1998/9825ebk2.htm>

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

– http://www.cfc-efc.ca/docs/cccf/rs035_en.htm

“Kohlberg’s Theory of Moral Reasoning”

– http://www.findarticles.com/cf_dls/g2699/0000/2699000096/p1/article.jhtml

“Literacy Development in Young Children” – <http://www.cfc-efc.ca/docs/cccf/00000049.htm>

“Managing TV – Strategies for Different Ages” – <http://www.cfc-efc.ca/docs/mnet/00001064.htm>

“Middle Childhood” (6 – 12 years old) – <http://www.cfc-efc.ca/docs/vocfc/00000798.htm>

“Privacy Playground: The First Adventures of the Three Little Cyberpigs”

– <http://www.cfc-efc.ca/docs/mnet/00001178.htm>

“Protecting Your Children from Online Predators” – <http://www.cfc-efc.ca/docs/mnet/00001239.htm>

“Television Violence: A Review of the Effects on Children of Different Ages”

– <http://www.cfc-efc.ca/docs/mnet/00001068.htm>

“Understanding Children’s Behaviour: The Key to Effective Guidance”

– http://www.cfc-efc.ca/docs/cccf/00009_en.htm

Associations/Non-profit Organizations (also see websites)

Federated Women’s Institutes of Ontario, Guelph, Ontario

Games/Kits/Computer Software/CD

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.

Videos

Baby’s First Years. (Meridian Educational Corporation) McIntyre Media Inc., 2000. #700412-61R2

Baby Steps: Adjusting to Parenthood. (Meridian Educational Corporation) McIntyre Media Inc., 2000. #700416-61R2

Beginning the Journey... Child Development from One to Three. (Meridian Educational Corporation) McIntyre Media Inc., 2000. #700413-61R2

Bullying: You Don’t Have to Take It Anymore. (Human Relations Media) McIntyre Media Inc., 2001. #600230-61R2

Early Adulthood: Cognitive Development. (Magna Systems, Inc.) McIntyre Media Inc., 1999. #520017-61R2

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

Exploring Healthy Relationships. (Human Relations Med.) McIntyre Media Inc., 2001. #600239-61R2

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

Help Your Child Make Good Decisions. (Sunburst) McIntyre Media Inc., 2000. #ST0926-21R2

How Boys and Girls Differ: The First Six Years. (Learning Seed) McIntyre Media Inc., 2002. #200135-61R2

Identifying and Responding to Trauma in Children 0 to 5 Years Old. (Magna Systems, Inc.) McIntyre Media Inc., 2001. #520031-61R2

Keys to Quality Infant and Toddler Care. (Magna Systems, Inc.) McIntyre Media Inc., 2001. #520038-61R2

Precious Minds – Nurturing Literacy in the Early Years. Kiwanis Club of Ottawa, 2000. – <http://www.preciousminds.org>

Raising Responsible Children. (Sunburst) McIntyre Media Inc., 2000. #ST2661-21R2

Sensory and Art. (Magna Systems, Inc.) McIntyre Media Inc., 2001. #520036-61R2

Student Workshop: Building Good Relationships. (Sunburst) McIntyre Media Inc., 2001. #ST4114-21R2

Teen-Adult Conflict: Working It Out. (Sunburst) McIntyre Media Inc., 1998. #ST2630-21R2

What Is Childhood Trauma? (Magna Systems, Inc.) McIntyre Media Inc., 2001. #520028-61R2

Why You Buy: 21st Century Advertising. (Learning Seed) McIntyre Media Inc., 2001. #200137-61R2

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

Websites

The URLs for the websites were verified by the writers prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

ABC's of Parenting – <http://www.abcparenting.com/>

Association for Supervision and Curriculum Development ASCD – <http://www.ascd.org>

Attachment Theory – <http://www.psychе.tvu.ac.uk/attachment>

BC Council on Families – <http://www.bccf.bc.ca>

Bright Futures – <http://www.brightfutures.org/>

Canada's Food Guide to Healthy Eating
– <http://www.hc-sc.gc.ca/hppb/nutrition/pub/foodguide/index.html>

Canadian Council on Social Development – <http://www.ccsc.ca>

Canadian Home Economics Association – <http://www.chea-acef.ca>

Canadian Institute of Child Health – <http://www.cich.ca>

Canadian Living: Your Family Magazine – <http://www.canadianliving.com>

Canadian Paediatric Society – <http://www.cps.ca>

Chatelaine Magazine – <http://www.chatelaine.com>

Childcare Resource and Research Unit – <http://www.childcarecanada.org>

Centres for Families, Work and Well-Being – <http://www.uoguelph.ca/cfww>

Centre for Health Promotion – <http://www.utoronto.ca/chp/>

Child Development Website – <http://www.idealists.com/children/cdw.htm/>

Child Welfare League – <http://www.cwla.org/>

Child and Family Canada – <http://www.cfc-efc.ca/>

Early Childhood Care and Education in Canada – <http://www.childcarecanada.org/pt98/on/on.htm>

Early Years Study (207 pages) – <http://www.childsec.gov.on.ca>

Electronic Library Canada (need to be a member) – <http://www.elibrary.ca/>

Families and Work Institute – <http://www.familiesandwork.org>

Find Articles – http://www.findarticles.com/cf_dls/P1/index.jhtml

Health Canada – <http://www.hc-sc.gc.ca/>

Ministry of Health and Long Term Care: “Implementation Guidelines for the Healthy Babies, Healthy Children Program” – Phase 1. – <http://www.gov.on.ca/health/english/pub/child/hbabies.html>

I Am Your Child – <http://www.iamyourchild.org>

Invest in Kids – <http://www.investinkids.ca/>

Lawrence Kohlberg – http://www.findarticles.com/cf_dls/g2699/0001/2699000195/p1/article.jhtml

Magna Systems, Inc. – <http://www.magnasystemsvideos.com>

McIntyre Media Inc. – <http://www.mcintyre.ca>

Ministry of Community and Social Services – Child Care Programs - <http://gov.on.ca/CSS>

National Council of Women of Canada – <http://www.ncwc.ca/>

National Library of Canada – <http://collection-n/c-bnc.ca/e-coll-e/index-e.htm>

Ontario Children's Secretariat – <http://www.childsec.gov.on.ca/>
Ontario Home Economics Association – <http://www.ohea.on.ca>
Ontario Family Studies Home Economics Educators' Association – <http://www.ofsheea.ca>
Ontario Family Studies Leadership Council – <http://www.ofslc.org>
Ontario Human Rights – <http://www.ohrc.on.ca>
Ontario Publications – <http://www.publications.gov.on.ca>
Parent-Child Relationships – <http://www.hc-sc.gc.ca/hppb/familyviolence/pdfs/parelpar.pdf>
Parent Soup – <http://www.parentsoup.com/>
Parenting Me – <http://www.parentingme.com/>
Robin Lane Press (books for today's parents) – <http://www.robinslane.com>
Save The Children: Canada – <http://www.savethechildren.ca>
Scholastic Parent & Child: The Learning Link Between Home & School
– <http://www.scholastic.com/smartparenting/parentandchild/index.htm>
Sunburst – <http://www.SUNBURST.com>
Tannen, Deborah (work on gender differences in communication)
– <http://www.georgetown.edu/faculty/tannend/>
The Canadian Children's Book Centre – <http://www.bookcentre.ca/>
The Canadian Dietetic Association – <http://www.dietitians.ca/>
The Canadian Society for the Prevention of Cruelty to Children – www.empathicparenting.org
(especially the last section of the Certificate for Parenting)
The United Nations Human Rights Charter – <http://www.unhchr.ch>
The Vanier Institute of the Family – <http://www.vifamily.ca>
The Vanier Institute of the Family: Transition Magazine – <http://www.vifamily.ca/tm/tm.htm>
Today's Parent – <http://www.todayparent.com>
UNICEF – <http://www.unicef.ca>
Voices for Children – <http://www.voices4children.org/>
Young Children – http://www.cfc-efc.ca/docs/ccf/rs031_en.htm
Zero to Three – <http://www.zerotothree.org/>

OSS Considerations

The Parenting and Human Development course of study is part of the Social Sciences and Humanities curriculum policy document. It is designated as a Workplace Preparation course with a set of expectations that are suitable for students preparing to go directly to the workplace or to an apprenticeship or other training program. The practical aspect of the Parenting and Human Development course provides 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. To meet the requirements of the Ontario Secondary School Diploma, students can use this course as an additional compulsory credit, or as one of their twelve optional credits.

This Workplace Preparation course allows students to broaden their knowledge of working and living with children. Through a variety of learning activities, students will 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 need to be mindful of social justice issues which are prevalent in our society, thus preparing them to contribute actively in society by promoting a just, equal, and compassionate environment for all.

Students also 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.

The Parenting and Human Development course explores aspects of various careers/volunteer positions as they relate to parenting/care-giving and children/adolescents; 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 have taken the Grade 10 Careers course and are in a Teacher Advisory Program, teachers should investigate cross-curricular situations. Teachers should advise students in the Parenting and Human Development course of how they might apply the theory and practical applications they have learned in class through a Cooperative Education experience. Students who intend to pursue a higher education in programs such as child and youth care, early childhood education, and midwifery may want to have some experience in a real-life setting. Many of the positions may require some postsecondary education, which could be obtained through participating colleges and the Ontario Youth Apprenticeship Program (OYAP).

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.

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.

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).

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.

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.

Unit 1: Parenting/Care-giving: Lifestyle and Career Choices

Time: 27 hours

Unit Description

In order to examine the role of parenting, students assess parenting/care-giving as a career and/or lifestyle choice; be it in the workplace, the home, or as a volunteer in the community. They focus on parenting the school-age child and adolescent, both inside and outside the home, while recognizing the shifting responsibilities in decision-making, intellectual, social, and emotional development. Finally, students create a Family Studies Career Fair display on occupations as they relate to parenting and working with school-age children and adolescents.

Strand(s) & Learning Expectations

Strand(s): Stages of Family Life, Human Development: Self and Others,
Personal and Social Responsibilities, Social Structures and Social Challenges,
Research and Inquiry Skills

Overall Expectations: FLV.04, HDV.01, HDV.02, PRV.01, PRV.02, SCV.02, SCV.04, ISV.01, ISV.03.

Specific Expectations: FL4.01, FL4.02, FL4.03, HD1.03, HD2.03, SC2.03, SC4.04, PR1.01, PR1.02, PR1.03, PR2.05, IS1.01, IS1.02, IS2.03, IS2.04.

Unit Planning Notes

The teacher should:

- be prepared to demonstrate the concept that group work in this unit is an integral part of functioning well in a workplace setting;
- make arrangements for guest speaker(s); (Activities 1.1, 1.2, 1.3, 1.4)
- collect information on locally accessible prenatal or family support programs that encourage healthy beginnings; (Activity 1.1)
- collect classified sections from daily/weekly papers that describe jobs in the social service sector; (Activity 1.1)
- collect materials for “mystery box”; (Activity 1.2)
- make preliminary contacts for student observations/job shadowing; (Activity 1.3)
- ensure students are aware of proper observation/job shadowing techniques/protocol and the issues of confidentiality; (Activity 1.3)
- review school policy with reference to school field trips (observations/job shadowing); (Activity 1.3)
- find a poem or story to introduce activity; (Activity 1.4)
- arrange meeting with guidance counsellor; (Activity 1.4)
- reserve library/resource centre and computer lab; (Activity 1.4)
- review school policies on computer/Internet use (safety/censorship); (Activity 1.4)
- be sensitive to the gender, ethno-cultural, and religious diversity within the class in the selection and preparation of resources;
- consider accommodations that are required to meet the needs of exceptional students (IEP) and ESL/ELD students.

Resources

Print

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

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

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

Cunningham, Mary, Eva Meriorg and Laura Trysenaar. *Parenting in Canada Today*. Irwin Publishing Ltd., Toronto, Canada, 2003. ISBN 07725 29434

Langlois, Christine. *Raising Great Kids 6 to 12*. Toronto, ON, Canada: Canadian Living Telemedia Communications Inc., 1999. ISBN 0345398793

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

Ryder, Verdene. *Parents and Their Children*. Tinley Park, Illinois: The Goodheart-Willcox Company, Inc., 2000. ISBN 1-56637-518-5

Websites

Parenthood.com – <http://www.parenthood.com/>

Today's Parent – <http://www.todayparent.com>

Activity 1.1: Working with Children

Time: 6 hours

Description

This activity introduces the diverse possibilities that exist in working with children. From the perspectives of who, when, and where, students examine career, volunteer, and/or lifestyle choices including job opportunities in the social service sector. Students concentrate on understanding the differences between working with older children and adolescents and working with young children.

Strand(s) & Learning Expectations

Strands: Stage of Family Life, Human Development: Self and Others,
Social Structures and Social Challenges

Overall Expectations

FLV.04 - evaluate job opportunities that involve working with older children and families at different stages of the family life cycle;

HDV.01 - demonstrate an understanding of the link between healthy prenatal and infant development and long-term growth and development;

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

Specific Expectations

FL4.01 - explain the differences between volunteer positions and occupations involving children and adolescents;

HD1.03 - compare locally accessible prenatal and family-support programs that encourage healthy beginnings, and identify the role of volunteers and employees in such programs, on the basis of observation or job shadowing;

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

Prior Knowledge & Skills

- Experience in group cooperative and collaboration skills
- Writing and literacy skills
- Role-playing skills
- Problem-solving skills
- While not a prerequisite, an understanding of child growth and development would be helpful.

Planning Notes

The teacher should:

- prepare name cards as per description in Appendix 1; (T/L S 1, 2)
- prepare student worksheets; (T/L S 3, 4, 8, 9)
- prepare Socratic lesson; (T/L S 4)
- prepare overview on lifespan development using pictures, textbook, or overhead transparency; (T/L S 7)
- choose activities for overview on child growth and development consistent with students' abilities and based on their prior knowledge and experience; (T/L S 8)
- collect a pamphlet, video, poster, government insert, or newspaper article that encourages healthy beginnings (e.g., Healthy Mothers, Healthy Babies) and that is representative of the social service sector; (T/L S 10)
- collect coloured markers and assorted classified sections of daily and/or weekly newspapers that contain job opportunities in the social service sector that involve working with children and families; (T/L S 10)
- invite a panel of speakers who demonstrate a variety of child-related paid and volunteer positions available in the community including those related to healthy prenatal and infant development; (T/L S 11)
- prepare assessment tools. (T/L S 4, 9, 13)

Teaching/Learning Strategies (T/L S)

1. Students play “What Is My Occupation or Volunteer Position?” which is an adaptation of the mixer game that uses name cards taped or pinned to a person’s back. For this adaptation, name cards consist of a variety of positions and occupations (hockey coach and speech/language therapist, etc.) that involve working with children. Students circulate among classmates asking closed questions to discover their identities. As students discover who they are, their cards are attached to the board, wall, or bulletin board to form a collage of positions and occupations (Appendix 1).
2. Using small packages of cards similar to those used for the introduction, students work in small groups and arrange the cards according to groupings of their choice (careers in the home, careers involving young children, careers that require a certain education path, careers that take place out of doors, etc.). The teacher leads a debriefing session as to the reasons for the groupings chosen before directing students to regroup the cards, this time into the following groupings: Volunteer Positions or Occupations. Where students feel both groups to be possible, ask them to write these on blank cards and add the cards to the appropriate group. In summarizing the session, students should understand the nature and extent of opportunities that exist in working and volunteering with children and adolescents.
3. Students title their notes, “Who Works with Children,” and list the assortment of opportunities according to the categorized groups (Volunteer Positions, Occupations).
4. The teacher presents a Socratic lesson on the role of the volunteer in today’s society and compares the role of volunteering to paid employment. Using an organizer (see example below), students list the advantages and disadvantages of paid employment and volunteering in working with children and adolescents.

Working with Children:

Advantages and Disadvantages of Paid Employment and Volunteering

Paid Employment		Volunteering	
Advantages	Disadvantages	Advantages	Disadvantages

5. As a class, students reassess their original lists to make changes or add other volunteer positions of their choice.
6. After examining the variety of positions that involve working with children, students have a round table discussion on “Where Does the Role of the Parent Fit – Volunteer, Occupation, or Lifestyle Choice?” concluding with an oral summary from each group regarding their discussion.
7. The teacher presents a quick overview of life span development: Stages of life – young children (1-5 years: infant, toddler, preschooler), school-age child (6-12 years) and adolescents (13-19 years).
8. Students further ascertain and demonstrate their knowledge and understanding of growth and development at different stages of life: young children, school-age children, and adolescents. The numbers of suggested activities for this overview are dependent upon the student’s abilities, prior knowledge, and experiences; they might include the following:
 - appropriate video(s) with accompanying organizers and discussion;
 - role plays using bags of props provided by the teacher;
 - completion charts using textbook resources;
 - collages or information posters;
 - anagrams for each stage.
9. Using the previous lists of who works with children (T/L S 3), students work in small groups to complete individual charts that show different occupations and volunteer opportunities at various times and places in the early stages of life.

Working With Children:

Occupations and Volunteer Positions According to Stages and Places in the Lifespan

Occupation/ Volunteer Position	Stage of Life (Infant, Toddler, Preschooler, School-Age, Adolescent)	Places
Daycare owner/ Operator	Infant Toddler Preschooler School-age	In home Attached to work centre Private business
Camp counsellor	School-age Adolescent	YMCA summer camp Sports camp Camp for children with special needs
Art therapist	Preschooler School-age Adolescent	Children’s hospital Group home

- 10 The teacher presents a pamphlet, video, poster, government insert or newspaper article that describes a locally accessible prenatal or family support program that encourages healthy beginnings, e.g., Healthy Mothers, Healthy Babies. Students, based on their observations of the chosen resource, identify where volunteers and employees specifically work in these types of programs, e.g., social worker, child care volunteer, etc. Students copy a teacher-produced note that explains the term “social service sector.” The teacher then distributes assorted classified sections from daily/weekly

newspapers. Students work in pairs to identify other job opportunities specific to the social service sector that involve helping families. These opportunities may be circled using coloured markers and listed as examples under the teacher-produced note.

11. In preparation for an invited panel of community speakers who will further discuss working with children at various stages and in various settings and programs, students brainstorm possible questions for the speakers and then prepare a list of questions for the speakers under the following subheadings:

- developmental needs of infants and children;
- worker’s role/volunteer’s role;
- training required to work or volunteer in this situation.

Note: The teacher may need to prompt students to ensure that a complete list of questions has been compiled. Alternatively the teacher may pose the question, “Supposing you had an opportunity to interview people who work with children of various ages; What questions might you want to ask them about their work?” Invited panel makes presentations to the class.

12. The teacher facilitates a class discussion using the broad definition for parenting: Parenting is a process of raising a child. Students need to realize that the process of raising children, e.g., the skills, knowledge and attitudes, must be learned, developed, and practised by a wide range of people including parents, caregivers, volunteers, and related occupations in a variety of ages and stages of growth and development.
13. Students write a letter to the teacher in response to the question: “What job and/or volunteer opportunities, which involve helping families, do you see for yourself now and in the future?”

Assessment & Evaluation of Student Achievement

Product	Tool	Purpose	Categories of Achievement Chart
Working with Children: Advantages and Disadvantages of Paid Employment and Volunteering (T/L S 4)	Criterion-Referenced Checklist	Formative	Knowledge/ Understanding Communication
Working with Children: Occupations and Volunteer Positions According to Stages and Places in the Lifespan (T/L S 9)	Criterion-Referenced Checklist	Formative	Knowledge/ Understanding Communication
Response Letter – “What job and/or volunteer opportunities, which involve helping families, do you see for yourself now and in the future?” (T/L S 13)	Criterion-Referenced Marking Scheme	Summative	Thinking/Inquiry Application Communication

Accommodations

- Alternative assessment/evaluation arrangements in the form of an oral report to the teacher may be appropriate for some students.
- Students who require such accommodation may use a graphic organizer instead of a letter format.
- For student enrichment, students may chair the panel presentation.
- For student enrichment, individual students may research and present findings on locally accessible prenatal and family support programs that encourage healthy beginnings.
- Alternatively, these students may be charged with the responsibility of inviting a public health nurse or an individual to present information on the types of programs and opportunities that exist in the community.

Resources

Plue, L., W. Pulmer, and C. Karakokkinos. *Careers Today and Tomorrow*. Toronto: Irwin Publishing, 2000. ISBN 0-7725-2852-7

Websites

Canada's Youth Information – <http://www.youth-jeunesse.ca/>

Charity Village – <http://www.charityvillage.com>

Child and Family Canada – <http://www.cfc-efc.ca/>

Family Service Canada – <http://www.cfc-efc.ca/fsc/>

Government Reports – <http://www.onreport.gov.on.ca>

Human Resources Development Canada: Youth Initiatives

– <http://www.youth.hrdc-drhcg.ca/common/home.shtml>

International Year of Volunteers Ontario – <http://www.iyvontario.on.ca>

National Survey of Giving, Volunteering and Participating – <http://www.nsgvp.org>

Ontario March of Dimes (Marching Mothers) – <http://www.dimes.on.ca>

The National Youth in Care Network (NYICN) – www.youthincare.ca

The Whole Child ABC's of Child Development Birth Through Age Five

– <http://www.pbs.org/wholechild>

Volunteer Canada – <http://www.volunteer.ca>

Appendices

Appendix – Listing of Positions and Occupations That Involve Working with Children.
(Unit 1, Activity 1.1, T/L S 1)

Activity 1.2: The Process of Parenting Inside and Outside the Home

Time: 6 hours

Description

Students continue to examine the changing role of parenting, as children grow to be school age and then adolescents. The relevance of decision making becomes a central focus in this examination of parenting both in the home with family members, and outside the home in related career occupations. Key to this central focus is the gradual transferring of responsibilities from parents to their children as they become more independent. Occupations that influence the nutritional well-being of school-age children and adolescents are addressed. An exemplary field trip to the school cafeteria is suggested, which links the shifting responsibilities for adolescents and explores possible career choices for working with children.

Strand(s) & Learning Expectations

Strand(s): Personal and Social Responsibilities

Overall Expectations

PRV.01 - explain the role of parents and youth workers in modeling 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.

Specific Expectations

PR1.01 - differentiate between major decision and minor decisions involved in raising children and adolescents;

PR1.02 - demonstrate an understanding of various models for making informed decisions about children;

PR1.03 - explain how parents gradually increase the responsibility of children and adolescents for making informed decisions;

PR2.05 - identify occupations that influence the nutritional well-being of school-age children and adolescents.

Prior Knowledge & Skills

- Knowledge of brainstorming technique
- Knowledge of Canada's Food Guide to Healthy Eating and age-appropriate recommendations
- Skills in role-playing and presentation techniques
- Experience in group cooperative and collaboration skills
- Some knowledge and practical application of decision-making models will be helpful.

Planning Notes

The teacher should:

- obtain chart paper and markers; (T/L S 1, 2)
- prepare a Socratic lesson on one or more decision-making models; (T/L S 3)
- prepare student worksheet for "Pass It On" activity; (T/L S 4)
- prepare follow-up activity; (T/L S 5)
- arrange for a presentation in the school cafeteria with the food service manager or alternatively, invite a professional home economist, registered dietitian, or other food service professional to be a guest speaker. This presentation should focus on how the needs of adolescents are met and on how buying decisions are influenced. Speakers should also address the training and regulations that are required to work in the food and nutrition areas of schools, day cares, etc.; (T/L S 6)
- prepare "mystery boxes" with collections of food pictures, empty boxes, and containers, etc. Mystery boxes may be designed with alternative tasks such as clothing purchases and care or household chore assignments; (T/ L 8)
- prepare worksheet "Thinking about Lunches..." or similar assignment using clothing purchase and care or household chore assignments; (Appendix 3, (T/L S 9)
- prepare assessment tools. (T/L S 5, 7, 9)

Teaching/Learning Strategies (T/L S)

1. Students think/pair/share, decisions that a parent must make both occasionally and on a regular basis in the role as parent, e.g., purchase of groceries, preparation of meals, setting curfew times, assisting with homework, delegating household chores, purchasing and caring for clothing, allowances, games and toys, vacation plans, telephone and computer time, television viewing, etc. **Note:** Student discussions might include factors, e.g., family structures, family belief systems, and ethno-cultural and socio-economic issues, which might cause variations in the decision-making process. Student groups summarize their lists on chart paper.
2. Using the list and coloured markers, students differentiate between major decisions and minor decisions in the parenting role, e.g., helping a youngster to choose a school destination path versus determining how to get home from the basketball game.
3. The teacher presents a Socratic lesson on one or more decision-making models.
4. Students participate in a "Pass It On Role Play" activity. Working in small groups, students begin designing role-playing scenarios by first choosing a major or minor decision that parents typically make, and then creating the characters, and the setting for the role-play. The scenario is then passed to another group of students, who further develop and role play for the class the application of a decision-making model. The teacher needs to ensure that both major and minor decisions are demonstrated and that each scenario is debriefed in terms of the decision-making model, e.g., problem identified, possible actions, consequences, etc.

Decision-Making Role Play	
A decision made by parents:	
Circle: A major decision	A minor decision
Design the characters for the role play: (Give the name(s) of the parent(s), and child(ren), ages, personalities, etc.)	Design the scene for the role play: (Describe the details for the situation that the parents are faced with in their parental role.)
Discuss possible alternatives. After evaluating the advantages and disadvantages for each alternative, decide on the best solution and role-play for the class.	

5. As a follow-up, students write a reflection on how their role in the “Pass It On Role Play” fits into the decision-making process including their ability to make decisions using a decision-making model. Alternatively, students complete a graphic organizer (see Appendix 2) to demonstrate an understanding of the decision-making model in a future parenting related decision. Reflections or organizers are assessed using a criterion-referenced checklist with anecdotal comments.
6. The teacher links the decision-making model to everyday decisions that students make, e.g., what to eat. The teacher arranges for a visit to the school cafeteria and a presentation by the food service manager or the food service provider to identify how this occupation influences the nutritional well-being of adolescents and the food choices and decisions they regularly make away from parental supervision and influence. Alternatively, a professional home economist, registered dietician, or other food service professional may be invited to make presentations.
7. Further to the presentation, students brainstorm other occupations which influence the food choices and nutritional well-being of school-age children and adolescents, e.g., food producers, advertisers, teachers, childcare workers, professional home economists, coaches, etc. Students summarize five occupations which influence the nutritional well-being of school-age children and adolescents.
8. Students participate in a “mystery box” activity. Working in pairs, students are given the task of preparing a nutritious lunch for a 10-year-old child using the contents of the “mystery box,” which includes an assortment of food pictures, empty boxes or containers, etc. In designing the lunch, groups should use *Canada’s Food Guide to Healthy Eating* to consider the age and stage of the child, and his/her needs in terms of growth and development. The container, food safety, and anything else that might support child development should be addressed. In the second part of the activity, students are directed to change the design of the lunch to make it acceptable for a 16-year-old. The teacher leads students in analysing the different needs of children and adolescents and thus the different roles and decisions for parents, e.g., providing more food, choosing foods that meet the growing needs of adolescents, allowing children to become more independent in selecting and preparing food, etc.
9. Students complete the worksheet: Thinking about Lunches... (Appendix 3) which analyses how daily responsibilities and decisions such as food choices gradually shift from being a parental responsibility to a personal one. A similar worksheet could be designed for clothing purchases and care, etc.

Assessment & Evaluation of Student Achievement

Product	Tool	Purpose	Categories of Achievement Chart
Reflection or Graphic Organizer – Applying Decision-Making Model (T/L S 5)	Criterion-Referenced Checklist	Formative	Application
Summary of Occupations – Re: Nutritional Well-Being (T/L S 7)	Anecdotal Comments	Formative	Knowledge/ Understanding
Worksheet – Thinking about Lunches... (T/L S 9)	Criterion-Referenced Checklist	Summative	Thinking/Inquiry

Accommodations

- Consideration may be given for pair arrangements to meet the needs of all students.
- For enrichment, students may prepare an actual school “bag” lunch at home for a school-age child or adolescent and bring it in for evaluation.
- For enrichment, students simulate a cafeteria experience in the classroom for another class of students or one invited guest per class member. Students set-up a buffet of nutritious food choices suitable for adolescents. This activity is contingent upon the availability of kitchen labs and funds.

Resources

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

Periodicals

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

Associations/Organizations

Health Canada – Focus on Children – Six to Twelve Years

Dairy Farmers of Ontario – Food picture cards

Public Health Dietitian – Contact local Health Unit to obtain nutrition-related resources

Videos

Growing Up in Video World: Media and the Developing Child. (Learning Seed) McIntyre Media Inc., 2001. #200128-61L1 (closed captioned)

Help Your Child Make Good Decisions. (Sunburst) McIntyre Media Inc., 2000. #ST0926-21R2

Websites

Canadian Living – <http://www.canadianliving.com>

Canada’s Food Guide to Healthy Eating

–<http://www.hcsc.gc.ca/hppb/nutrition/pube/foodguide/index.html>

Dairy Farmers of Ontario – <http://www.milk.org/milk.htm>

Dietitians of Canada – <http://www.dietitians.ca>

Food Safety Network – <http://www.eatwelleatsafe.ca>

Healthy Eating and Youth – <http://www.canadian-health-network.ca/1youth.html>

Helping Healthy Eating Come to Life – <http://www.teach.nutrition.org>

Munchies: Eating Well on a Student Budget – <http://www.ualberta.ca/HEALTHINFO/eat.htm>

Ontario Home Economics Association – <http://www.ohea.on.ca>

Smart Eating for Kids – <http://www.canoe.ca/Health/children.html>

The Best Diet for Kids 6-12 – http://www.hc-sc.gc.ca/english/lifestyles/food_nutr.html

Appendices

Appendix 2 – The Decision-Making Model (Unit 1, Activity 1.2, T/L S 5)

Appendix 3 – Thinking About Lunches... (Unit 1, Activity 1.2, T/L S 9)

Activity 1.3: Expanding the Parenting/Care-giving Role Through Observation Studies

Time: 8 hours

Description

Students expand their knowledge of the parenting role by observing strategies and techniques that are used by professionals, volunteers, peers, and parents to enhance children's learning and social and emotional development. As a result of their observations, students prepare a report that compares and contrasts the strategies and techniques viewed.

Strand(s) & Expectations

Strand(s): Social Structures and Social Challenges, Human Development Self and Others, Research and Inquiry Skills

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;

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

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

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

Specific Expectations

HD1.03 - compare locally accessible prenatal and family-support programs that encourage healthy beginnings, and identify the role of volunteers and employees in such programs, on the basis of observation or job shadowing;

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;

SC2.03 - compare the role of parents, teachers, youth workers, and children in formal and informal education, on the basis of observations made in school and community settings;

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;

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.

Prior Knowledge & Skills

- Note-taking skills

Planning Notes

The teacher should:

- locate an appropriate poem or story for the introduction; (T/L S 1)
- prepare instructions for student experiential learning experiences (observation assignments), stressing the purpose and methods of observation research, acceptable protocol, safety issues involving children, and issues of confidentiality in data collection. Videos, textbook exercises or presentations by professionals may be used to provide more information (e.g., principals, learning coordinators, etc.); (T/L S 2)
- prepare a lesson on data collection methods used in observation research; (T/L S 3)
- plan observation research assignment; (T/L S 4)
- clarify the *Cooperative Education and Other Forms of Experiential Learning Policies and Procedures for Ontario Secondary Schools 2000* document and consult their school board policy and/or their Cooperative Education teacher, principal and/or guidance/counselling department for permission forms and other required administration work as well as the expectations to be followed for observations, job shadowing and field trips; (T/L S 5, 6, 7, 8)
- plan to reinforce the importance of confidentiality during the experiential learning experiences; (T/L S 5, 6, 7, 8)
- plan real-life experiences. The activity suggests an observation research assignment where students observe a classroom teacher, peer tutor in a formal (school) setting, volunteer leader, and a parent in an informal (community, home or family) setting. Although the expectations state real-life settings for the observations, it may be necessary to show appropriate videos and/or movie clips as an alternative for the observation settings suggested. The observation involving a peer tutor may be optional depending upon availability within the school. Whether some or all of the observation research is completed during school time or after school will be dependent upon accessibility, the school community, etc.; (T/L S 5, 6, 7, 8)
- allow for preparing and editing observation report if time permits; (T/L S 9)
- create an awareness of how various cultures use social services available within their community.

Teaching/Learning Strategies

1. The teacher prefaces lesson by reviewing the definition for parenting (the process of raising a child); and linking the definition to the idea that the growth and development of children is influenced by their environment, i.e., parents, caregivers, teachers, coaches, etc. A poem or appropriate story could be used to reinforce this concept. Note: Student discussions might include sensitive issues and topics, e.g., family structures, family belief systems, and ethno-cultural and socio-economic issues, etc. The teacher explains that in order to understand how children are influenced by their environment, students will participate in an observation research assignment.
2. The teacher explains the purpose and methods of observation research, detailing appropriate protocol, health and safety issues involving children and issues of confidentiality in data collection. Alternatively or in conjunction, videos or textbook exercises may be used, or presentations by experienced professionals such as principals, learning coordinators, etc. may be given.
3. The teacher presents a lesson which outlines data collection methods used in observation research, e.g., narrative (e.g., running records, anecdotal records), checklists, and rating scales. The distinction between objective recording and subjective reporting should be stressed.

4. Students review assignment and plan for their observation study. Data collection forms may need to be developed. A pre-arranged observation plan and other permission forms as determined by the teacher, e.g., approval from teachers, schools, community leaders, and/or parents to observe and record information, need to be completed. Strategies for intellectual, social and emotional development may need clarification. Note: Teaching/Learning Strategies 5, 6, 7, and 8 are suggested observations, which provide students the opportunity to analyse the role of peers, youth workers, and others in the social and emotional development of school-age children and adolescents and to compare the roles of parents, teachers, youth workers, and children in formal and informal situations.
5. Students observe and/or job shadow a teacher and children in a classroom, or another formal setting, noting techniques and strategies that teachers, day care workers, etc., use to enhance student intellectual development as well as social and emotional development, e.g., visual aids, communication skills, hands on applications, group work tasks, etc. This research and data collection may be completed during another high school class while observing a teacher or through a pre-arranged field trip to an area elementary school.
6. The teacher invites a peer tutor and/or the teacher advisor of a peer-tutoring program to make a presentation to the class, outlining the expectations of the program and the qualitative and quantitative results of such programs (re: intellectual, social and emotional development). The required training of such volunteers should also be explained in terms of previously taught strategies used in working with children and adolescents. Students may or may not be able to observe peer tutors at work with students. Students record collected data from this second observation.
7. For their next observation, students observe and/or job shadow a volunteer leader of their choice in an informal community setting. Examples include Scouting/Guiding, 4H, the “YMCA — YWCA,” youth groups, team sports, music and drama groups, etc. Students observe strategies that are used to enrich intellectual, social, and emotional development of children, e.g., listening skills, behaviour modification, practical activities, etc. This observation needs to be completed outside of class time.
8. For their final observation, students observe and/or job shadow parents and children in a real-life setting to determine effective strategies used by parents that enhance children’s intellectual, social and emotional development. This observation is to be arranged outside of class time. As an alternative, students may view videos to collect data.
9. Using the data collected from their observations, students prepare a written report on their observations comparing and analysing the roles played in formal settings, e.g., teachers in classrooms, and informal settings (e.g., peer tutors, volunteer leaders and parents), and noting strategies that are used to enhance learning and social and emotional development (Appendix 4).

Assessment & Evaluation of Student Achievement

Product	Tool	Purpose	Categories of Achievement Chart
Observation Report (T/L S 9)	Criterion-Referenced Checklist with Anecdotal Comments	Summative	Thinking/Inquiry Communication Application

Accommodations

- An alternative evaluation arrangement in the form of an oral report to the teacher may be appropriate for some students.
- Video clips and movies may be alternate forms of study for students who have limited access to real-life situations, or who have difficulties in these settings.
- Strategies for observation should be very specific, and therefore, easy for the students to detect.
- The use of word processors with spelling and grammar checks should be encouraged.
- For enrichment, students could observe more teachers, volunteers, or parents to enhance research methodology.

Resources

Beaty, Janice. *Observing Development of the Young Child*. Columbus, Ohio: A Bell & Howell Company, 1986. ISBN 0-675-204089-03

Duke, Marshall and Sarah Duke. *What Works with Children: Wisdom and Reflections from People Who Have*. Atlanta: Peachtree, 2000. ISBN 1561452009

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

Herr, Judy. *Working with Children*. Tinley Park, Illinois: The Goodheart-Willcox Company, Inc., 1998. ISBN 1-56637-387-5

Herr, Judy. *Working with Children: The Observation Guide*. South Holland, Illinois: The Goodheart-Willcox Company, Inc., 1990. ISBN 0-87006-734-6

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

Sears, William and Martha Sears. *The Attachment Parenting Book*. Boston: Little, Brown and Company, 2001. ISBN 0-316-77809-5

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

Videos

Child-Centered Curriculum. (Magna Systems, Inc.) McIntyre Media Inc., 2001. #520035-61R2

Mentoring. (Meridian Educational Corporation) McIntyre Media Inc., 2000. #930031-61R2

Websites

YMCA-YWCA of Guelph – <http://www.guelph.com>

YMCA Canada – <http://www.ymca.ca>

YWCA Canada – <http://www.ywca.ca>

4H Ontario – <http://www.4-hontario.ca>

Big Brothers and Sisters of Canada – <http://www.cfc-efc.ca>

The Aborigal Youth Network – <http://www.ayn.ca>

The Council of Canadian Child and Youth Care Associations –

<http://www.geocities.com/NapaValley/3650/CCCYCA.html>

William Sears, M.D., and Martha Sears, R.N. – www.SearsParenting.com

– www.AskDrSears.com

Appendices

Appendix 4 – Sample Framework for Observation Research Assignment

(Unit 1, Activity 1.3, T/L S 5, 6, 7, 8)

Appendix 5 – Criterion Referenced Checklist: Observation Research Assignment

(Unit Assignment 1, Activity 1.3, T/L S 5, 6, 7, 8)

Activity 1.4: Culminating Activity – Family Studies Career Fair Display

Time: 7 hours

Description

Students, in consultation with their guidance department, prepare a Family Studies Career Fair display for their peers and school community. The display features occupations that relate to families at different stages of the life cycle, those in the social service sector, helping families in general, and those who work with older children and adolescents.

Strand(s) & Learning Expectations

Strand(s): Stages of Family Life, Social Structures and Social Challenges, Research and Inquiry Skills

Overall Expectations

FLV.04 - evaluate job opportunities that involve working with older children and families at different stages of the family life cycle;

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

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

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

Specific Expectations

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;

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

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

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.

Prior Knowledge & Skills

- Knowledge and skills in research and Internet use
- Skills in art and layout design will be useful in display presentations

Planning Notes

The teacher should:

- locate name cards used in first activity (T/L S 1);
- meet with the guidance and school counsellors in advance regarding the culminating assignment to gain their support and resources for the project (T/L S 3);
- invite guest speaker – school counsellor/guidance teacher (T/L S 3);
- arrange for an appropriate setting for the Family Studies Career Fair displays. This may be the guidance or resource centre, the school or community library, the local community centre, the school cafeteria, or a school hallway. The place should allow for table space and free movement of people. Timing will be important so that students can staff their displays in order to answer questions, etc., Other classes may be invited to attend during class time (T/L S 3);

- become familiar with the websites and other materials available for career searches, etc. (T/L S 5);
- pre-determine how careers will be selected to ensure that a variety are chosen and course expectations are met (T/L S 5);
- arrange for computer lab facilities and word processing programs, etc.; (T/L S 5)
- prepare assessment tool (T/L S 6).

Teaching/Learning Strategies

1. Using name cards from Activity 1.1, students review possible occupations that relate to working with school-age children and adolescents. Some cards may be eliminated; others may be added based on the discussion and activities throughout the unit.
2. The teacher explains culminating assignment: Students prepare a Family Studies Career Fair Display based on occupations that relate to families at different stages of the life cycle, those in the social service sector, helping families in general, and those who work with older children and adolescents. Displays should be targeted to peers and the school community.
3. The teacher invites school counsellor/guidance teacher to explain to the class the components of a display resource that would be most useful for students. This teacher may also suggest possible resources that students would find helpful in the preparation of their display.
4. Class decides on a consistent template, e.g., Job Description, Working Conditions, Expected Wages, Education and Training Required, to use with respect to the occupations that relate to families at different stages of the life cycle; those in the social service sector, which help families; and those that relate to working with older children and the adolescent. They also assist in the development of the assessment rubric. Students should base their research on Canadian information only.
5. Students select, research, and prepare for the Family Studies Career Fair Display using computer resources and career centre information, construction paper, pictures, display boards, props, etc.
6. Students present their displays in a setting conducive to peers and/or the community, e.g., school library, guidance and resource centre, cafeteria, etc. Alternatively, the display may be held in a nearby library, community centre, etc. If an elementary school and a day care are within walking distance to the display, students may extend an invitation to them.
7. Students are evaluated using a rubric.

Assessment & Evaluation of Student Achievement

Product	Tool	Purpose	Categories of Achievement Chart
Student Display: Family Studies Career Fair Display (T/L S 6)	Rubric	Summative	Knowledge/Understanding Thinking/Inquiry Communication Application

Accommodations

- Pairing students to accommodate special needs may be beneficial.
- Resources may be collected in folders to assist students with special needs.
- For enrichment, students may interview workplace individuals. Student interview questions should be approved according to board policy.

Resources

Humphries, Judith. *Careers Working with Children and Young People*. London: Kogan Page, 1992. ISBN 0749419288

Websites

Career Gateway-Occupational Descriptions – <http://www.edu.gov.on.ca/eng/career/descrip.html>

Bridges.com – North America’s leading provider of career and educational planning solutions – http://www.bridges.com/jobs/job_main.htm

Career Cruising.com – The inside story on careers – <http://www.careercruising.com>

Canadian Youth Foundation – <http://www.cyf.ca>

Career Circuit – <http://www.thecircuit.org>

Career Parent Magazine – <http://www.careerparent.com>

Cool Jobs Canada – <http://www.cooljobscanada.com>

Kids Help Phone/Kids Help Foundation – <http://kidshelp.sympatico.ca>

National Occupation Classification (NOC) and Career Handbook – Human Resources and Development Canada (HRDC) – <http://www.worklogic.com:81/noc/>

Ministry of Education – Career Gateway – <http://www.edu.gov.on.ca/eng/career>

Youth Employment Information – <http://www.youth.gc.ca/indexe.shtml>

Appendices

Appendix 6 – Rubric for Culminating Activity: Family Studies Career Fair Display (Unit 1, Activity 1.4, T/L S 6)

Appendix 1

Listing of positions and occupations that involve working with children (Activity 1.1, T/L S 1)

Note: This is only a sample list.

Home daycare provider	VON family support worker/volunteer
Daycare owner/operator	Librarian
Babysitter	Youth worker with religious organization
Nanny	Parks and recreation leader
Retailer of children's toys and games	YMCA/YWCA youth worker
Brownie, Guide, Scout, Beaver, etc. leader	Dietician
4H leader	Art therapist
After school care provider	Grief counsellor
Camp counsellor	Social worker
Day care worker	Music therapist
Teacher	Probation officer
Early childhood educator	Hockey (Soccer, Baseball, etc.) coach
Storyteller	Big Sister/Big Brother
Parent and Foster parent	Resource teacher
Speech/language therapist	Addiction counsellor
Parent educator	Paediatric nurse
Music teacher	Food service manager

Appendix 2

The Decision-Making Model

Activity 1.2, T/L S 5

Identify the exact decision to be made: (e.g., Our grade 8 child doesn't particularly like school. How will we help him/her choose his/her next step wisely?)

List the possible alternatives: (e.g., investigate programs at area high schools)	(e.g., investigate apprenticeship opportunities)	(e.g., arrange for psychological testing)	(e.g., arrange a tutor)
State the pros for each alternative:			
State the cons for each alternative:			

Select the best alternative and take action:

Evaluate the results and take responsibility for the consequences:

Appendix 3

Thinking About Lunches...

Unit 1, Activity 1.2, T/L S 9

THINKING ABOUT LUNCHES

WHEN I WAS...

WHO MADE MY LUNCH?

WHAT DID I EAT?

...**TWO** years old

...**FOUR** years old

...**SIX** years old

...**TWELVE** years old

...**SIXTEEN** years old

Who makes my lunch now? What do I usually eat?

List other responsibilities that have changed over the course of your life, e.g., choosing the clothing you wear, managing money, mode of travel, etc.

**What have these changes meant in terms of your parents and other caregivers?
How have roles and responsibilities shifted?**

Appendix 4

Sample Framework for Observation Research Assignment

Activity 1.3, T/L S 5, 6, 7, 8

Purpose: Students observe a variety of people in their roles as teachers, community leaders and parents in formal (school) and informal (community and home) settings to determine strategies that are used to enhance learning and social and emotional development of school-age children and adolescents.

Task: Students collect data during four ½ - ¾ hour observation studies according to the following framework. It is recommended that the teacher approve the observation plan in advance.

Students complete their rough notes for each observation, using an Observation Research Assignment Data Collection sheet. Data will then be summarized and the findings compared and analysed in a written report. If appropriate, students present their findings to the teacher in a conferencing format.

Sample Framework for Observation Research Assignment Data Collection	
Setting: Place _____ Address _____ Time _____ Date _____ Contact Person _____ Telephone Number _____ People being observed – Adult _____ Children _____ Other Information _____	
Strategies:	Example(s) Observed:
Tone of voice by adult/reaction by children	
Effects of body language	
Listening skills	
Discipline techniques	
Meeting special needs	
etc.	

Appendix 5

Criterion-Referenced Checklist: Written Report for Observation Research Assignment

Activity 1.3, T/L S 5, 6, 7, 8

Categories/Expectations	Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge/Understanding - compare the role of parents, teachers, youth workers, and children in formal and informal education, on the basis of observations made in school and community settings	- compares the roles of parents, teachers, youth workers, and children as observed in various settings				
- compare locally accessible prenatal and family-support programs that encourage healthy beginnings, and identify the role of volunteers and employees in such programs, on the basis of observation or job shadowing	- compares and identifies the role of volunteers and employees in prenatal and family-support programs as a result of observations or job shadowing				
Thinking/Inquiry - 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	- analyses the roles individuals play in the social and emotional development of school-age children and adolescents as observed				
Communication - prepare clear, well-organized, and thorough reports on interactions with and observations of children in various settings	- prepares clear, well-organized report summarizing the four observations				
- compile and effectively communicate information gathered through research in a variety of ways...	- compiles and communicates information with clarity				

Note: Teachers may wish to convert this checklist to a rubric by adding criteria in the “level” columns using language parallel to the achievement chart.

Appendix 5 (Continued)

Categories/Expectations	Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Application - demonstrates an ability to follow the steps involved in a research investigation independently and in an organized manner	- able to conduct observation research - completes individual observation report using data collected				
- uses social science research methodologies appropriately and ethically	- uses objective recording methods				

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

Teacher's Comments/Next Steps: Level: _____

Appendix 6

Family Studies Career Fair Display: Rubric for Culminating Activity

Activity 1.4, T/L S 6

Categories/Expectations	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/Understanding - identify job opportunities in the social service sector that involve helping families	- identifies job opportunities in the social service sector, working with children/families with limited effectiveness	- identifies job opportunities in the social service sector, working with children/families with some effectiveness	- identifies job opportunities in the social service sector, working with children/families with considerable effectiveness	- identifies job opportunities in the social service sector, working with children/families with thorough effectiveness
- demonstrate an understanding of the training and knowledge required to work in occupations involving older children and adults	- demonstrate a limited understanding of the training and knowledge required to work in occupations involving older children and adults	- demonstrate some understanding of the training and knowledge required to work in occupations involving older children and adults	- demonstrate considerable understanding of the training and knowledge required to work in occupations involving older children and adults	- demonstrate thorough understanding of the training and knowledge required to work in occupations involving older children and adults

Appendix 6 (Continued)

Categories/ Expectations	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Thinking/ Inquiry - summarize the results of an investigation into occupations relating to families at different stages of the life cycle	- limited use of research skills to summarize results of research into occupations for families at different stages of the life cycle	- some use of research skills to summarize results of research into occupations for families at different stages of the life cycle	- considerable use of research skills to summarize results of research into occupations for families at different stages of the life cycle	- thorough use of research skills to summarize results of research into occupations for families at different stages of the life cycle
Communication - compile and effectively communicate information gathered through research in a variety of ways	- compile and effectively communicate information gathered through research in a variety of ways with limited effectiveness	- compile and effectively communicate information gathered through research in a variety of ways with some effectiveness	- compile and effectively communicate information gathered through research in a variety of ways with considerable effectiveness	- compile and effectively communicate information gathered through research in a variety of ways with thorough effectiveness
Application - demonstrate an ability to follow the steps involved in a research investigation independently and in an organized manner	- demonstrate limited understanding and ability to follow the steps involved in a research investigation independently and in an organized manner	- demonstrate some understanding and ability to follow the steps involved in a research investigation independently and in an organized manner	- demonstrate considerable understanding and ability to follow the steps involved in a research investigation independently and in an organized manner	- demonstrate a thorough understanding and ability to follow the steps involved in a research investigation independently and in an organized manner

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

Teacher's Comments/Next Steps:

Level: _____