

*Catholic District School Board Writing Partnership*

# Course Profile

## **Managing Personal and Family Resources**

Grade 11  
College Preparation  
HIR3C

- *for teachers by teachers*

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

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Course Profiles are professional development materials designed to help teachers implement the new Grade 11 secondary school curriculum. These materials were created by writing partnerships of school boards and subject associations. The development of these resources was funded by the Ontario Ministry of Education. This document reflects the views of the developers and not necessarily those of the Ministry. Permission is given to reproduce these materials for any purpose except profit. Teachers are also encouraged to amend, revise, edit, cut, paste, and otherwise adapt this material for educational purposes.

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

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### **Acknowledgments**

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## Course Overview

# Managing Personal and Family Resources, Grade 11, College Preparation, HIR3C

**Secondary Policy Document:** *The Ontario Curriculum Grades 11 and 12, Social Sciences And Humanities, 2000*

## Course Description

This course explores how to use human, material, and community resources effectively and how to make informed choices with respect to clothing purchases, finance, food and nutrition, housing, and transportation. Students will learn about the dynamics of human interaction; how to make responsible choices in their transition to postsecondary education and career; and strategies to enable them to manage time, talent, and money effectively. This course also introduces students to skills used in researching and investigating resource management.

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

The role of Social Sciences and Humanities: Family Studies in the Catholic faith community is to support students as they grow and expand their horizons from personal through family to local and global communities. Along this life's journey, they will be called to assess their potential with respect to work, relationships, and resources in order to be witnesses to Catholic social teachings, which promote equality, democracy, solidarity, and justice.

## Course Notes

This course is organized with respect to the concept of developmental stages associated with Family Studies. Students begin by examining their role as adolescents. They progress to their future roles as adults and members of a family. They also identify possible career choices.

Research and investigative skills are stressed throughout the course as preparation for college. The ability to communicate clearly is critical to their success as individuals, members of a family, future employees, and global citizens.

Inclusiveness of all ethnic, racial, cultural, and both gender groups is a cornerstone of the course. The course deals with sensitive but important issues, and the student's reactions to these issues must be respected.

The teacher must be sensitive to the variety of cultural, ethnic, and religious beliefs and customs that students have and make accommodations to teaching/learning strategies to respect and build on these variations. Similarly, the teacher must be sensitive to the variety of socio-economic levels and family structures of students and be prepared to make accommodations to learning experiences and resources, as needed.

The activities take into account the variety of students' abilities, backgrounds, interests, and learning styles. The teacher can adapt expectations in conjunction with the Special Education teacher, and in accordance with the students' IEPs. Accommodations to the course delivery may be needed to meet some specialized needs. Students will learn how to work effectively with others and develop team skills, effective communication, research, and analytical skills, all of which can be transferred to future occupations and real-life situations.

Although written for adolescents in Grade 11, this course could be adapted for adult students. While the practical skills may be similar, the content may need to be adjusted to be relevant to adult learners.

The suggested hours for units and cluster/activities are guidelines; individual teachers may wish to adjust the timelines to meet student, school, and community needs.

## Units: Titles and Time

* Unit 1	Transition from Adolescence to Adulthood: Relationships and Development	15 hours
Unit 2	Adolescence: Careers	25 hours
Unit 3	Young Adults: Relationships and Development	15 hours
Unit 4	Young Adults: Financial Decision Making	20 hours
Unit 5	Family: Relationships and Economic Stresses	20 hours
Unit 6	Family: Resource Management and Global Economy	15 hours

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

## Unit Overviews

### Unit 1: Transition from Adolescence to Adulthood: Relationships and Development

**Time:** 15 hours

#### Unit Description

Students develop an understanding of the complexities of the transition from adolescence to adulthood. In so doing, students learn to identify a variety of interactions, and investigate and put into practice theories of communication. They have opportunities to analyse their own strengths and weaknesses in order to improve their participation in relationships and plan for the future. Special emphasis is placed on the role and nature of a mature faith perspective and its importance to the whole growth of the individual.

#### Unit Overview Chart

Cluster	Expectations	Assessment	Focus
1 3 hours	SOV.01, SO1.01, SO1.02j, CGE1d, CGE1i, CGE4g, CGE5e, CGE5f	Knowledge/Understanding Thinking/Inquiry Communication Application	The Case for Independence
2 3 hours	ISV.03, SOV.02, SO2.01, IS1.02, CGE2a, CGE5f, CGE6a	Knowledge/Understanding Communication Application	Interacting with Others: Our Many Hats
3 4 hours	SOV.02, SO3.01, SO3.02, SO3.03, SO3.04, SO3.05, CGE2a, CGE2b, CGE2d, CGE2e	Knowledge/Understanding Communication Application	Theory of Communication
4 5 hours	SOV.01, SO1.03, CGE1g, CGE3e, CGE4e	Thinking/Inquiry Communication Application	Personality Assessment

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## Unit 2: Adolescence: Career Exploration

Time: 25 hours

### Unit Description

This unit provides students with the opportunity to examine decision-making concerning the school to work transition. Students use decision-making models to make career choices following an assessment of their skills and strengths as Christian employees. Students use research skills to investigate and define their own career path in order to make a meaningful contribution to society. Students investigate the rights and responsibilities of employees and employers and the impact of government involvement in the workplace. Students assess the available resources to achieve these career goals including skills required to keep a job.

### Unit Overview Chart

Cluster	Expectations	Assessment	Focus
1 5 hours	SOV.01, PRV.02, CFV.01, SO1.04, PR2.02, CF1.01, CGE5c	Thinking/Inquiry Application	Assessment of Personal Skills and Strengths
2 5 hours	PRV.01, ISV.02, PR1.01, PR1.02, IS2.02, CGE3d	Thinking/Inquiry Communication Application	Career Choices
3 5 hours	CFV.01, ISV.02, CF1.02, CF1.03, IS3.02, CGE5b, CGE5d, CGE1g	Thinking/Inquiry Communication Application	Mapping a Career Path
4 6 hours	SOV.01, CFV.02, SSV.04, SO1.04, SO1.05, CF2.03, SS4.01, SS4.02, SS4.03, CGE2d	Knowledge/Understanding Communication Application	You and the Workplace: - rights - responsibilities - government involvement
5 5 hours	PRV.02, SSV.01, PR2.01, PR2.02, SS1.03, CGE4f, CGE4b	Knowledge/Understanding Communication Application	Resources to Achieve Career Goals

## Unit 3: Young Adults: Relationships and Development

Time: 15 hours

### Unit Description

Students further develop their knowledge regarding personal relationships as a young adult. Through case study analysis, students problem solve issues involved in forming relationships while respecting the dignity and welfare of others. Research skills are used to investigate the challenges involved in personal interactions and conflict resolution. Students also develop an understanding of peer mediation and its application in promoting a peaceful and compassionate society.

### Unit Overview Charts

Cluster	Expectations	Assessment	Focus
1 5 hours	SOV.02, SO2.03, CGE3c	Knowledge/Understanding Thinking/Inquiry	Identifying Strong Interpersonal Relationships
2 2 hours	SOV.02, SO2.02, CGE3c	Thinking/Inquiry Application	Case Study Analysis of Relationships

3 18 hours	SOV.03, SO4.01, CGE 1j, CGE7c	Knowledge/Understanding Thinking/Inquiry Application	Conflict and its Effects
4 18 hours	SOV.03, ISV.01, ISV.02, SO4.02, IS1.03, IS2.03, IS2.04, CGE2b, CGE3a	Thinking/Inquiry Communication Application	Investigation of a Challenging Personal Interaction
5 18 hours	SOV.03, SO4.02, SO4.03, SO4.04, CGE2c, CGE7c	Communication Application	Conflict Resolution and Peer Mediation

#### **Unit 4: Young Adults: Financial Decision Making**

**Time:** 20 hours

##### **Unit Description**

Students gain an understanding of the financial decisions young adults face in society. Students identify financial services available to young adults. They analyse advertising influences and investigate consumer products using responsible decision-making skills to plan a major purchase that reflects personal and Catholic values.

##### **Unit Overview Chart**

<b>Cluster</b>	<b>Expectations</b>	<b>Assessment</b>	<b>Focus</b>
1 5 hours	PRV.03, ISV.01, ISV.02, PR3.01, PR3.02, PR3.04, IS1.04, IS2.01, CGE7h, CGE7i	Knowledge/Understanding Thinking/Inquiry Communication	Responsible Consumerism: Making Wise Decisions
2 6 hours	PRV.02, PRV.03, ISV.02 ISV.04, PR2.03, PR3.03, PR3.05, IS2.02, IS2.04, IS3.02, CGE7i	Knowledge/Understanding Thinking/Inquiry Communication Application	Planning Purchases
3 9 hours	SSV.01, SSV.03, SS1.01, SS1.04, SS3.02, CGE4f	Knowledge/Understanding Thinking/Inquiry Application	Money Management Skills and Services

#### **Unit 5: Family: Relationships and Economic Stresses**

**Time:** 23.5 hours

##### **Unit Description**

Students develop an understanding of the impact that employment and related stresses have on family life and relationships. They analyse changes in spending patterns, and the costs and benefits of gainful employment. Opportunities are presented to identify and describe alternate forms of employment in comparison to traditional forms of work. Students investigate the impact economic hardships have on family relationships, and identify pastoral and secular resources available for financial assistance and family counselling.

### Unit Overview Chart

Cluster	Expectations	Assessment	Focus
1 5 hours	SSV.01, SSV.02, ISV.01, ISV.04, SS1.02, SS2.05, IS1.01, IS3.01, IS3.02, CGE4c, CGE6a	Thinking/Inquiry Communication Application	Family Spending Patterns
2 5 hours	PRV.02, SSV.01, SSV.02, PR2.05, SS1.02, SS2.06, CGE5a, CGE6c	Thinking/Inquiry Communication Application	Family Budgeting (Financial Planning)
3 5 hours	PRV.02, SSV.01, PR2.05, SS1.02, CGE4b, CGE4d, CGE4e	Thinking/Inquiry Application	Managing Family Resources
4 5 hours	CFV.02, CF2.01, CF2.02, CF2.04, CGE4b, CGE4d, CGE4e	Knowledge/Understanding Application Communication	Types of Work: The Costs and Implications of Non-Traditional Work
5 2.5 hours	SSV.02, SSV.03, SS2.02, SS3.01, CGE3b, CGE3c, CGE4d	Knowledge/Understanding Application Communication	Employment-related Trends and Resources
6 1 hour	SSV.02, SS2.02, SS3.01, CGE4a, CGE6a, CGE7a	Knowledge/Understanding Thinking/Inquiry Communication	Economic Hardships and Community Resources

### Unit 6: Family: Resource Management and Global Economy

**Time:** 15 hours

#### Unit Description

Students focus on societal issues affecting family finances. They investigate ways in which families cope with the changes they may encounter. Students identify and examine the role Canadian families play in the global economy and how they are affected by global disparities in wealth and resources. Through the identification and examination of these issues, students internalize and express the Catholic social teachings of equality, democracy, solidarity, and justice.

#### Unit Overview Chart

Cluster	Expectations	Assessment	Focus
1 10 hours	PRV.02, SSV.02, ISV.03, PR2.04, SS2.01, SS2.03, SS2.04, IS1.02, CGE3c	Knowledge/Understanding Thinking/Inquiry Communication	Family Finances in Canada
2 5 hours	CFV.03, ISV.03, CF3.01, CF3.02, IS1.02, CGE1i	Knowledge/Understanding Thinking/Inquiry Application	The Family in the Global Economy

<b>Teaching/Learning Strategies</b>	<b>Assessment/Evaluation Strategies</b>
<p><b>Brainstorming</b> – group generation of initial ideas expressed without criticism or analysis</p> <p><b>Buddy System</b> – links students for peer/cross/age support</p> <p><b>Case Study</b> – investigation of real and simulated ideas</p> <p><b>Class Discussion</b> – students actively participate by taking turns while discussing current issues</p> <p><b>Collaborative/Cooperative Learning</b> – small group learning to organize curriculum experiences</p> <p><b>Computer-Assisted Learning</b> – learning of new material or reviewing/reinforcing material previously learned</p> <p><b>Conferencing</b> – student to student discussion; student to teacher discussion</p> <p><b>Family Activity</b> – students examine issues as members of fictitious, case study families created for this purpose</p> <p><b>Food Lab</b> – food preparation in small groups</p> <p><b>Homework</b> – an extension of classroom work</p> <p><b>Independent Study</b> – students explore and research a topic of interest</p> <p><b>Inquiry Process</b> – students gather knowledge of particular topic(s) and answer questions individually and in groups  <b>Issue Based Analysis</b> – the use of current issues to develop the skills of synthesis and analysis</p> <p><b>Jigsaw</b> – specialized group learning followed by home group sharing  <b>Journal Writing</b> – the practice of expressing ideas, experiences, questions, reflections, personal understanding or new learning in written form on a regular basis</p>	<p>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:</p> <p><b>Personal Communication</b></p> <ul style="list-style-type: none"> <li>• Completion of interview(s)</li> <li>• Letter writing</li> <li>• Prayer development/celebration</li> <li>• Response journal</li> <li>• Reading response</li> <li>• Student/teacher conference</li> </ul> <p><b>Written Communication</b></p> <ul style="list-style-type: none"> <li>• Activity/answer sheets (i.e., media evaluation)</li> <li>• Final exam</li> <li>• Student generated lists of research findings</li> <li>• Summary chart</li> <li>• Unit tests/quizzes (knowledge)</li> <li>• Essays and Reports</li> </ul> <p><b>Observation</b></p> <ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Formal/informal observation of group work</li> <li>• Presentations of case study investigations</li> </ul> <p><b>Performance Assessment</b></p> <ul style="list-style-type: none"> <li>• Classroom presentation</li> <li>• Community service</li> <li>• Culminating activity</li> </ul> <p><b>Assessment tools include:</b></p> <ul style="list-style-type: none"> <li>• Checklists</li> <li>• Marking schemes</li> <li>• Rubrics</li> <li>• Anecdotal comments with suggestions for improvement</li> </ul>

**Learning Centres** – assigned spaces for learning activities that promote choice, thought, exploration and interaction

**Mind Map** – involves representing physical, demographic, numerical data through visual formats and shows relationship among ideas

**Note Making** – a method for recording information for a variety of purposes

**Prayer/Prayer Planning** – developing, writing and speaking prayer to reflect spiritual thanks

**Problem Solving** – model for helping students to identify and work through a problem

**Report/Presentation** – oral and written presentation of researched topic to class or in community

**Social Science Research** - a social science investigation to discover facts using a variety of sources

**Socratic Lesson** – oral presentation of information by the teacher

**Theological Reflection** – students examine issues in relation to their own spiritual growth as individuals and members of families and communities

**The Web** – representation of connections between ideas

**Note:** Teachers should review their school/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**

Student achievement is the measurement of learning. It must be congruent with the assessment of the clusters of learning expectations. It must reflect the Achievement Chart for Social Sciences and Humanities. Seventy percent of the grade will be based on evaluations conducted throughout the course. Thirty percent of the grade will be based on final evaluation in the form of an examination, performance, and/or other methods of evaluation suitable to the course content and administered towards the end of the course. All of the Achievement Chart categories that is in the term evaluation must be assessed in the final evaluation.

### **Assessment and evaluation methods included are:**

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

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

**Summative:** usually carried out at the end of a learning process; may include feedback and/or judgement.

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## Accommodations

The teachers using this Course Profile should be acquainted with exceptional students' IEPs and their unique learning characteristics in order to make the necessary accommodations. By doing this, the teacher will be aware of, and can implement, prescribed modifications.

Adaptation of the course for ESL/ELD students should reflect the knowledge and skills that these students possess. These students may need extra support to acquire basic literacy skills and academic concepts. Teachers should select resources that relate to the ESL/ELD Curriculum Document Strands Expectations: Writing, Reading, Oral and Visual Communications, and Social and Cultural Competence. Teachers should use the expertise of ESL/ELD teachers and consultants for assistance in meeting the needs of these students.

There is a wide range of teaching/learning strategies that can be used to meet the needs of all students. Teachers are encouraged to modify and expand teaching strategies to accommodate learning styles.

Accommodations may include:

- allowing illustrations with captions in lieu of a completely written assignment;
- giving students overheads ahead of time for review with a peer tutor or resource teacher;
- changing the time requirements for completing assignments or assessment tasks;
- changing the format of assessment materials;
- providing a quiet environment in which oral assessment may take place;
- simplifying test instructions and the language of questions;
- providing for the use of scribes, tape recorders, or word processors, or allowing oral responses;
- allowing students to retake classroom tests, redo classroom assignments or take practice tests to improve their performance;
- providing alternative homework assignments;
- incorporating task modifications (e.g., fewer/more websites, sources, informational items);
- peer tutoring;
- provisioning an Educational Assistant (EA), if required by the IEP, and reviewing information in advance with the EA;
- in the case of gifted students, enrichment and extension activities;
- conferencing with Special Education teacher for relevant skill development for identified students;
- providing materials in advance in Braille for those students who are sight-impaired;
- incorporating specific accommodations mentioned in each unit/activity.

## Resources

### Books

*A Complete Guide to Using Canada Prospects 1999-2000*. Canada Career Consortium, 1999.

Baker, Maureen. *Families: Changing Trends in Canada*, 3rd ed. Toronto: McGraw-Hill Ryerson, 1996. ISBN 0-07-552872-4

Baker, Maureen and Janet Dryden. *Families in Canadian Society*, 2nd ed. Toronto: McGraw-Hill, Ryerson, 1995. ISBN 0-07-551366-8

Baron, Renee. *What Type Am I? Discover Who You Really Are*. U.S.A.: Penguin Publishing, 1998. ISBN 0-14-02-6941x (pbk).

Chilton, David. *The Wealthy Barber*. Toronto: Irwin Publishing, 1995. ISBN 7737-57678

Communications Branch of Human Resources Development Canada. *Employer Link*. Hull: Her Majesty the Queen in Right of Canada, 1999.

Communications Branch of Human Resources Development Canada. *Youth Link*. Hull: Her Majesty the Queen in Right of Canada, 1999.

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Covey, Sean. *The Seven Habits of Highly Effective Teens*. New York: Simon and Schuster, 1998. ISBN 0-684-85609-3

Czerny, Michael, Jamie Swift, and Robert G. Clarke. *Getting Started on Social Analysis in Canada*. Toronto: Between the Lines. 1994.

Eubanks, Eddy, Connie R. Sasse, and Linda R. Glosson. *Shaping Your Future*. New York: Glencoe McGraw-Hill, 2000. ISBN 0-02-637967-8

Evans and Leitenberg. *Family Issues From the Senior Issues Collection*. Toronto: McGraw-Hill Ryerson. ISBN 0-07-551696-9

Feather, Frank. *Canada's Best Careers Guide*. Toronto: Warwick Publishing, 1996. ISBN 1-895629-54-X

Foot, David. *Boom, Bust and Echo*. Toronto: Irwin Publishing, 1999. ISBN 55199-0296

Glencoe Publishing and the Joseph P. Kennedy Foundation. *Growing Up Caring*. Toronto: McGraw-Hill Ryerson, 1991. ISBN 0-02-652401-5

Harper, Mark et al. *Quality Assessment: Fitting the Pieces Together*. Toronto: The educational Services Committee, Ontario Secondary School Teachers' Federation, 1999. ISBN 0-920930-47-6

Jarman, Frederick E. and Susan Howlett. *The Living Family: A Canadian Perspective*. Toronto: John Wiley & Sons Canada Ltd., 1991. ISBN 0-471-79618-2

Johnson, L. *Strengthening Family and Self*. Toronto: Irwin Publishing. ISBN 1-56637-3964

Kelly-Plate, Joan and Eddy Eubanks. *Today's Teen*, 6th ed. New York: Glencoe McGraw-Hill, 2000. ISBN 0-02-642799-0

Kelly-Plate, Joan and Eddy Eubanks. *Today's Teen*, Teacher's Wraparound Edition. New York: Glencoe McGraw-Hill, 2000. ISBN 0-02-642801-6

Mellan, O. *Money Harmony: Resolving Money Conflicts in Your Life and Relationships*. New York: Walker and Company, 1994. ISBN 0-8027-1285-1

Misener, Judi and Susan Kearns. *Expanding Your Horizons: A Career Guide*. Toronto: McGraw-Hill Ryerson, 1993. ISBN 0-07-551392-7

Ryder, Verdene and Marjorie B. Harter. *Contemporary Living*. South Holland, Illinois: The Goodheart-Willcox Company Inc., 1995. ISBN 1-56637-099-X

Sasse, Connie R. *Families Today*, 3rd ed. U.S.A.: Glencoe/McGraw-Hill, 2000. ISBN 0-02-643278-1

Sasse, Connie R. *Families Today*, Teacher's Wraparound Edition. U.S.A.: Glencoe/McGraw-Hill, 2000. ISBN 0-02-643279-X

Staats, W.F. and E.D. Sledge. *How Chuck Taylor Got What He Wanted (and how you can too!)*. Toronto: Credit Counselling Services of Toronto.

The Workplace Safety and Insurance Board et al. *Young Worker Awareness Program: Student Resource Book*. Toronto: The Workplace Safety and Insurance Board, 1996.

VISA Canada. *Choices and Decisions: Taking Charge of Your Financial Life*. Order by phoning (613) 748-5639

### **Catholic Resources**

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

Kelter, Shirley, ed. *Turn Into the Wind: Prayers and Reflections by College Students*. U.S.A.: Saint Mary's Press, 1999. ISBN 0-88489-575-0

Koch, Carl, ed. *Dreams Alive: Prayers by Teenagers*. U.S.A.: Saint Mary's Press, 1991. ISBN 0-88489-262-X

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Koch, Carl. *Creating A Christian Lifestyle*. U.S.A.: Saint Mary's Press, 1996. ISBN 0-88489-330-8

Koch, Carl. *150 Opening and Closing Prayers*. U.S.A.: Saint Mary's Press, 1996. ISBN 0-88489-241-7

McKenzie, John L. *Dictionary of the Bible*. New York: MacMillan Publishing, 1965. ISBN 0-02-7720-X

Mich, Marvin and L. Krier. *Catholic Social Teaching and Movements*. Mystic, Connecticut: Twenty Third Publications, 2000. ISBN 0-89622-936-X

Mother Theresa. *Do It Anyway. Prayer*, date unknown.

Metzger, Bruce M. and Roland E. Murphy, eds. *The Oxford Annotated Bible*. New York: Oxford University Press, 1994. ISBN 0-19-528375-9

*The Bible for Catholics*: CD Rom. Washington: Liguori Publications, 1996. ISBN 0-7648-0065-5

Trafford, Larry. *Educating the Soul: Writing Curriculum for Catholic Schools*. Toronto: Institute for Catholic Education, 1998. ISBN 0-969971-5-6

Zaragaza, Rufino. "Open My Eyes, Lord." *Light of Christ: Prayer Chants for Meditation and Liturgy*. Available from OCP Publications, 5536 Hassalo Drive, Portland, Oregon, U.S.A. 97213

### **Human and Community Resources**

Additional assistance with course content may be obtained from valuable contacts within the community including: guidance counsellors, child and youth workers, college and university liaison officers, local Ministry of Human Resources personnel, local company human resources personnel, business teachers, and former students.

### **Magazines and Journals**

*Canadian Home Economics Journal*. Ottawa, Ontario: Canadian Home Economics Association, CHEA National Office, 901-151 Slater Street, Ottawa, Ontario, K1P 5H3. Phone #613-238-8819. Published quarterly.

*Canadian Living*. Toronto: Ontario: North York, Ontario: Transcontinental Publications Inc., 25 Sheppard Avenue West, Suite 100, North York, Ontario, M2N 6S7. Phone #416-733-7600. Published monthly.

*Canadian Social Trends*. Toronto: Ontario: Her Majesty the Queen in Right of Canada available from Thompson Educational Publishing, Inc., 14 Ripley Avenue, Suite 105, Toronto, Ontario, Published annually.

*Chatelaine*. Toronto, Ontario: Maclean Hunter Publishing Ltd., Chatelaine Circulation, P.O. Box 4003, Stn. A., Toronto, Ontario, M5W 2B8. Phone 416-596-5523. Published monthly.

*Journal of Marriage and the Family*. Minneapolis, Minnesota: The National Council of Family Relations, 3989 Central Avenue Northeast, Suite 550, Minneapolis, Minnesota, U.S.A. 55421. Phone 763-781-9931. Published quarterly. M6S 3N9. Phone 416-766-2763

*Today's Parent*. Toronto, Ontario: Today's Parent Group, 269 Richmond Street West, Toronto, Ontario, M5V 1X1. Phone 416-596-8680. Published 11 times per year.

*Transitions*. Ottawa, Ontario: The Vanier Institute of the Family, 94 Centrepoint Drive, Ottawa, Ontario, K2G 6B1. Phone 613-228-8500. Published quarterly

### **Ministry of Education Resources**

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

Gitterman, A., et al. *Ontario Prospects 1999*.

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

*The Edge: On Finding a Job or Creating Your Own and Making the Most of It*. Ottawa: Queen's Printer for Ontario, 1998.

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*The Ontario Curriculum, Grades 11 and 12, Social Sciences and Humanities, 2000.*  
*The Ontario Curriculum, Grades 9 to 12, Program Planning and Assessment, 2000.*  
*You and the Job Market. Ottawa: Queen's Printer for Ontario, 1997.*

### **Video/Audio/CD ROM Resources**

*Body Language: An Introduction to Non-verbal Communication.* Mississauga, Ontario: McIntyre Media Ltd., 2000. Catalogue #165.  
*Career Self-Assessment: Where Do You Fit?* Ontario: Learning Seed Videos. Catalogue #154.  
*How People are Paid: Understanding Salaries and Benefits.* Mississauga, Ontario: McIntyre Media Ltd., 2000. Catalogue #170.  
*Job Search Strategies.* Ontario: Learning Seed Videos. Catalogue #136.  
*Money and Values: What is Wealth?* Ontario: Learning Seed Educational Videos. Catalogue #25301.  
*Non-verbal Communication.* Mississauga, Ontario: McIntyre Media Ltd., 2000. Catalogue #225.  
*Reading People: The Unwritten Language of the Body.* Ontario: Learning Seed Educational Videos. Catalogue #219.  
*The Art of Listening.* Mississauga, Ontario: McIntyre Media Ltd., 2000. Catalogue #158.  
*User Friendly Budgeting.* Ontario: Learning Seed Videos. Catalogue #228.  
*Work Smart.* Workplace Safety and Insurance Board. CD Rom. 1999.

### **Websites**

**Note:** The URLs for the websites have been verified by the writer prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

Better Business Bureau – <http://www.bbb.org/>

Canadian Careers. Com – <http://www.canadiancareers.com/index.html>

Canadian Living Magazine – [www.canadianliving.com](http://www.canadianliving.com)

Catholic Social Teaching. Resources for teachers and links for Catholic social teaching.  
– [www.coc.org/coc/est.html](http://www.coc.org/coc/est.html)

Chatelaine Magazine – [www.chatelaine.com](http://www.chatelaine.com)

CIBC Smartstart – <http://www.cibc.com/smartstart/>

Consumer Education for Teens – <http://www.wa.gov/ago/youth/>

Credit Counselling Services of Toronto – <http://www.crditcanada.com>

Ministry of Education. Prospects: Ontario Guide to Career Planning  
– <http://www.edu.gov.on.ca/eng/general/elemsec/job/prospect/eng/index.html>.

Myers-Briggs Online – <http://www.knowyourtype.com>

Sears Online Catalogue – [www.sears.ca](http://www.sears.ca).

Street Cents Online – <http://www.halifax.cbc.ca/streetcents/>

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

True Colors Services – [www.truecolors.org](http://www.truecolors.org)

Youth Network of Canada – [http://www.youth.gc.ca/jobinfo\\_e.html](http://www.youth.gc.ca/jobinfo_e.html)  
– [www.mazemaster.on.ca](http://www.mazemaster.on.ca)

– [www.careerccc.org](http://www.careerccc.org)

– <http://on.cx.bridges.com/>

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## OSS Considerations

The Grade 11 Managing Personal and Family Resources course is part of the Social Science and Humanities Curriculum. This course is designated a college preparation course and comprises a set of expectations that are designed to equip students with the knowledge and skills they need to prepare for college programs requirements. Students can use this course as an additional compulsory credit (one credit from Social Science) or as one of the 12 optional credits.

This course allows students to explore personal and family resources through the study of the transition of the individual from adolescence to adulthood. Through this exploration, students further expand the knowledge and skills necessary to use resources effectively, make responsible choices, and pursue interpersonal relationships that are positive and life-affirming.

Through a variety of learning activities, students will have the opportunity to develop their interpersonal, research, critical thinking, communication, and management skills. In learning to critically analyse situations dealing with the management of personal and family resources, students will develop skills useful to their personal circumstances as well as to their participation in the global community.

The Managing Personal and Family Resources course explores aspects of various careers as they relate personal career choices investigation; hence, this course is aligned with *Choices into Action: Guidance and Career Education Program Policy for Elementary and Secondary Schools, 1999*. As students enrolled in this course will have taken the Grade 10 Careers course and be in a Teacher Advisory Program, teachers should investigate cross-curricular situations. Teachers should advise students in the Managing Personal and Family Resources course of how they might apply the theory and practical applications they have learned in class into practice through a Cooperative Education experience.

Students will have the opportunity to enhance their computer 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.

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## **Coded Expectations, Managing Personal and Family Resources, Grade 11, College Preparation, HIR3C**

### **Self and Others**

#### **Overall Expectations**

**SOV.01** · identify the personal resources necessary to make a smooth transition from adolescence to adulthood;

**SOV.02** · demonstrate an understanding of the dynamics of human interaction and communication with others;

**SOV.03** · demonstrate an understanding of the challenges involved in human interaction.

#### **Specific Expectations**

##### **Making the Transition to Adulthood**

**SO1.01** - demonstrate an understanding of the need for greater responsibility, maturity, and independence as part of the transition from adolescence to adulthood;

**SO1.02** - categorize the knowledge and skills required for making the transition;

**SO1.03** - demonstrate an understanding of how to apply the required knowledge and skills to build on personal strengths and address personal areas of weakness during the transition;

**SO1.04** - describe skills that are required in the workplace (e.g., academic, personal resource management, teamwork);

**SO1.05** - demonstrate an understanding of the importance of projecting an appropriate image in their role as adults, and of the ways in which choice of clothing can project an image suitable to a particular role or function (e.g., clothes for work, uniforms, clothes for special occasions).

##### **Interacting With Others**

**SO2.01** - identify the various types of interactions in which they are involved (e.g., peer, parent-child, intergenerational, employer-employee);

**SO2.02** - analyse the characteristics of healthy relationships (e.g., open communication, trust, empathy, acceptance of differences) and of various types of interactions (e.g., functional, personal);

**SO2.03** - identify ways to improve the quality of interpersonal relations (e.g., spending time together, listening, sharing ideas and beliefs).

##### **Communicating With Others**

**SO3.01** - identify the components of spoken communication (e.g., choice of vocabulary, tone of voice, volume, speech rhythm);

**SO3.02** - identify the components of non-verbal communication (e.g., body language, eye contact, personal space, image projection);

**SO3.03** - describe techniques for communicating effectively (e.g., active listening, maintaining open body language, taking turns in conversation, expressing anger appropriately);

**SO3.04** - identify instances of the three basic styles of communication: passive, aggressive, and assertive;

**SO3.05** - demonstrate an understanding of the role of “I messages” in communicating with others.

##### **Understanding the Challenges in Human Interaction**

**SO4.01** - analyse what leads to challenging personal interactions (e.g., jealousy, perceived unfair treatment, bullying) and how they are manifested in personal relationships, the workplace, and the marketplace (e.g., name-calling, exclusion, displays of temper);

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- SO4.02** - analyse the effects of living and working in a threatening environment;  
**SO4.03** - demonstrate an understanding and correct use of techniques for dealing with conflict;  
**SO4.04** - explain strategies for coping with issues relating to personal and public safety.

## **Personal and Social Responsibilities**

### **Overall Expectations**

- PRV.01** · demonstrate an understanding of models of formal decision making;  
**PRV.02** · identify the principles of and techniques required for effective management of personal and family resources (e.g., time, money, talent);  
**PRV.03** · analyse the role that responsible consumerism plays in independent and family living.

### **Specific Expectations**

#### **Understanding Models of Decision Making**

- PR1.01** - evaluate the effectiveness of some common approaches to decision making (e.g., acting on impulse, adopting a laissez-faire attitude, flipping a coin, weighing alternatives);  
**PR1.02** - evaluate the process of using a decision-making model to make specific personal choices (e.g., what furniture to buy, where to live, what occupations to explore in the future).

#### **Managing Resources**

- PR2.01** - identify the different types of resources (e.g., human, material, community) available to individuals and families;  
**PR2.02** - analyse how personal goals and priorities, personal needs and wants, and cultural influences affect the use of time, talent, and money;  
**PR2.03** - demonstrate an understanding of the money-management techniques required for independent living (e.g., budgeting and using credit in order to buy a car; covering the cost of appropriate housing; purchasing food, clothing, and other necessities of life);  
**PR2.04** - demonstrate an understanding of the relationship between a family's income, expenses, cash flow, net worth, and personal goals, drawing on information from a case study;  
**PR2.05** - demonstrate an understanding of the management skills involved in the wise use of family resources (e.g., budgeting for, planning, preparing, and serving balanced family meals within a given set of time, money, and equipment constraints).

#### **Becoming a Responsible Consumer**

- PR3.01** - analyse how advertising and other influences affect the individual's choices in the marketplace;  
**PR3.02** - explain the process of making wise consumer decisions (e.g., comparison shopping, reading labels, checking warranties) for a variety of purposes (e.g., purchasing food and clothing, choosing housing or modes of transportation);  
**PR3.03** - use a variety of print and electronic sources and telecommunications tools as aids in investigating a specific product or comparing products;  
**PR3.04** - investigate a variety of retail shopping opportunities (e.g., telemarketing, home shopping channels, buying clubs, catalogue shopping, bulk purchasing, outlet shopping, Internet shopping, shopping for second-hand goods);  
**PR3.05** - plan for a specific major purchase (e.g., refrigerator, computer, entertainment system), using wise consumer techniques.

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## Preparing for the Challenges of the Future

### Overall Expectations

**CFV.01** · identify and describe occupations for which they are well suited, taking into account their personal resources;

**CFV.02** · demonstrate an understanding of how traditional forms of employment compare with various alternative forms;

**CFV.03** · analyse how families are affected by global disparities in wealth and resources.

### Specific Expectations

#### Exploring Occupational Opportunities

**CF1.01** - analyse the personal criteria (e.g., interests, skills, talents) to be considered when selecting educational and occupational paths;

**CF1.02** - outline a career path linked to their personal occupational aspirations;

**CF1.03** - identify occupations related to personal and family finance (e.g., financial adviser, credit counsellor, stockbroker, banker).

#### Comparing Traditional and Alternative Forms of Employment

**CF2.01** - identify the costs associated with being gainfully employed (e.g., the cost of clothing, safety equipment, tools, transportation, food, child care, taxes);

**CF2.02** - describe various alternatives to traditional forms of work (e.g., freelancing, working out of the home, volunteering, temporary work, part-time work, “flex hours,” working at more than one job);

**CF2.03** - summarize the usual benefits that employers offer (e.g., health insurance, life insurance, pensions, paid vacations) and the additional financial planning involved for those who choose self-employment or contract and part-time positions;

**CF2.04** - analyse the implications for individuals and families of non-traditional forms of work (e.g., more responsibility for time management, overhead costs for equipment and services).

#### Understanding Global Resources

**CF3.01** - identify resources that influence the wealth or poverty of communities and nations (e.g., natural resources, agricultural yield, education);

**CF3.02** - explain the impact that the availability of these resources has on family life.

## Social Structures

### Overall Expectations

**SSV.01** · identify and describe the major expenses of individuals and families throughout the stages of life;

**SSV.02** · explain the effects of economic and business trends on the family;

**SSV.03** · identify the options and services available to individuals and families for managing resources;

**SSV.04** · demonstrate an understanding of the rights and responsibilities of employers and employees.

### Specific Expectations

#### Expenses Throughout the Life Cycle

**SS1.01** - identify the major expenses of individuals and families throughout the life cycle (e.g., housing, clothing, food, transportation, education, child care, recreation);

**SS1.02** - analyse how different lifestyles (e.g., those of single people, childless couples, dual-earner families, single-parent families, retired people) affect spending patterns;

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**SS1.03** - explain how being employed affects the personal resources of teenagers (e.g., time to study; time to spend on family or extracurricular activities; amount of disposable family income);

**SS1.04** - predict, on the basis of a case study, the costs associated with a specific life event (e.g., getting married, going to college or university, moving into a place of one's own).

### **Economics and the Family**

**SS2.01** - analyse the ways in which economic factors (e.g., interest rates, consumer price index, inflation, unemployment rates, fluctuations in the value of the dollar) affect the family;

**SS2.02** - describe the impact that employment-related trends and events (e.g., long strikes; layoffs due to downsizing, plant closures, or out-sourcing; promotions) have on family finances and family relationships;

**SS2.03** - investigate and analyse the spending patterns of various socio-economic classes as documented by Statistics Canada;

**SS2.04** - determine how demographic changes (e.g., those associated with the aging of the baby-boomers) affect the production of goods and services;

**SS2.05** - devise, conduct, and analyse the results of a survey exploring differing attitudes of families towards various aspects of money management and family finances (e.g., towards buying on credit, borrowing, saving, investing, owning or renting property);

**SS2.06** - evaluate the costs and implications for families of buying on credit (e.g., credit cards, bank loans, mortgages) and assess the benefits of alternative approaches.

### **Resources in the Community**

**SS3.01** - investigate community resources that are available to assist individuals and families (e.g., stress-management or financial counselling, occupational therapy, community college courses);

**SS3.02** - describe the types of financial services (e.g., savings and chequing accounts, credit, investment) available at various institutions in the community (e.g., banks, credit unions, finance companies, trust companies).

### **Rights and Responsibilities in the Workplace**

**SS4.01** - identify some of the rights and responsibilities of both employers and employees;

**SS4.02** - identify factors that contribute to, and government regulations that control, occupational health and safety (e.g., employees' knowledge of safety procedures; employers' responsibility to provide safety equipment required under the Occupational Health and Safety Act);

**SS4.03** - identify legislation that governs labour relations and unions in the workplace.

## **Research and Inquiry Skills**

### **Overall Expectations**

**ISV.01** · use appropriate social science research methods in the investigation of issues relating to the management of personal and family resources;

**ISV.02** · effectively use a variety of print and electronic sources and telecommunications tools to research information;

**ISV.03** · correctly use terminology associated with the management of personal and family resources;

**ISV.04** · communicate the results of their inquiries effectively.

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## **Specific Expectations**

### **Using Research Methodology**

**IS1.01** - demonstrate an understanding of the steps involved in a social science research investigation (e.g., framing a research question, developing a thesis, preparing a literature review, conducting primary research, critically analysing all research and evaluating the results);

**IS1.02** - correctly use terminology related to managing personal and family resources (e.g., *resources, interpersonal communication, decision making, demographics, budgeting, spending patterns, consumerism*);

**IS1.03** - demonstrate the effective use of data- collection skills and methods, including surveys, questionnaires, and interviews;

**IS1.04** - compile information from a variety of primary research sources (e.g., interviews, personal observations, statistics, original documents) and secondary sources (e.g., journal articles, articles on the Internet, CD-ROM reference resources, and documentary videos).

### **Organizing and Analysing Information**

**IS2.01** - distinguish between key and supporting issues in formulating questions to be researched;

**IS2.02** - summarize and interpret articles on managing personal and family resources found in newspapers, magazines, and selected print research sources;

**IS2.03** - differentiate between research evidence and opinion;

**IS2.04** - evaluate print and electronic research sources for relevance, bias, accuracy, validity, and authority.

### **Communicating Results**

**IS3.01** - report on information and key ideas collected in their research, and document the sources accurately, using correct forms of citation;

**IS3.02** - effectively communicate the results of their inquiries, using a variety of methods and forms (e.g., graphs, charts, diagrams, oral presentations, written reports, newspaper-style articles, videos).

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## Ontario Catholic School Graduate Expectations

The graduate is expected to be:

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

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

**An Effective Communicator** who

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

**A Reflective and Creative Thinker** who

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

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

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

**A Collaborative Contributor** who

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

**A Caring Family Member** who

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

**A Responsible Citizen** who

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

## Unit 1: Transition from Adolescence to Adulthood: Relationships and Development

**Time:** 15 hours

### Unit Description

In this unit students develop an understanding of the complexities of the transition from adolescence to adulthood. In so doing, students learn to identify a variety of interactions, and investigate and put into practice theories of communication. They have opportunities to analyse their own strengths and weaknesses in order to improve their participation in relationships and plan for the future. Special emphasis is placed on the role and nature of a mature faith perspective and its importance to the whole growth of the individual.

### Unit Synopsis Chart

Activity	Time	Expectations	Assessment	Tasks
1. The Case for Independence	180 min	SOV.01, SO1.01, SO1.02, CGE1d, CGE1i, CGE4g, CGE5e, CGE5f	Knowledge/Understanding Thinking/Inquiry Communication Application	Chart Reflection Paper
2. Interacting with Others: Our Many Hats	180 min	ISV.03, SOV.02, SO2.01, ISI.02, CGE2a, CGE5f, CGE6a	Knowledge/Understanding Communication Application	Chart Role Play
3. Theory of Communication	240 min	SOV.02, SO3.01, SO3.02, SO3.03, SO3.04, SO3.05, CGE2a, CGE2b, CGE2d, CGE2e	Knowledge/Understanding Communication Application	Chart Quiz
4. Personality Assessment	300 min	SOV.01, SO1.03, CGE1g, CGE3e, CGE4e	Thinking/Inquiry Communication Application	Reflection Paper Worksheets Critical Essay

### Unit Planning Notes

Teachers should:

- Locate teaching and classroom resources for each activity;
- Prepare assessment/evaluation tools (e.g., checklist, rubric, etc.);
- Prepare Socratic lessons;
- Book computer or computer lab time (Activity 4).

Teacher awareness:

- Ensure that the school policies for Internet use are followed.
- Be aware of ethno-cultural diversity when selecting and preparing resources for this unit.
- Consider special education accommodations required to meet the needs of exceptional students (IEP).
- Consider accommodations for ESL students.

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## **Activity 1: The Case for Independence**

**Time:** 180 minutes

### **Description**

Adolescence is a time of great change that sets the stage for entry into adulthood. Students will learn what is necessary to make a successful transition from adolescence to adulthood by investigating the developmental tasks of the adolescent. Integration of Catholic values and social teachings will be examined as an integral part of achieving adulthood and understanding one's place in God's plan.

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

**Strand(s):** Self and Others

#### **Overall Expectations**

SOV.01 - identify the personal resources necessary to make a smooth transition from adolescence to adulthood.

#### **Specific Expectations**

SO1.01 - demonstrate an understanding of the need for greater responsibility, maturity, and independence as part of the transition from adolescence to adulthood;

SO1.02 - categorize the knowledge and skills required for making the transition.

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

CGE1d - a discerning believer formed in the Catholic faith community who develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility and the common good;

CGE1i - a discerning believer formed in the Catholic faith community who integrates faith with life;

CGE4g - self-directed, responsible, life-long learner who examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;

CGE5e - a collaborative contributor who respects the rights, responsibilities, and contributions of self and others;

CGE5f - a collaborative contributor who exercises Christian leadership in the achievement of individual and group goals.

### **Prior Knowledge & Skills**

- Cooperative group skills
- Research skills
- Oral presentation skills
- Ability to write a reflection paper
- Note-taking skills
- Problem-solving skills
- Time management skills

### **Planning Notes**

The teacher should:

- make copies of the prayer of Mother Theresa for students in Appendix 1;
- familiarize self with jigsaw method of cooperative learning;

- develop a Socratic lesson on the six stages of the family life cycle, which includes an overhead on these six stages (see Appendix 2 for example). Include a definition of “developmental tasks.” A concluding point on the handout should be “Achievement of these tasks will help move an individual towards their adult goals including the development and integration of Catholic values into the formation of identity: i.e., we become adult members of the faith community.” Teacher should make students aware of the idea that different cultures encourage attainment of these tasks at different points in the life cycle;
- organize resources (text references with page numbers, magazines, newspapers) for expert jigsaw groups that will investigate the eight developmental tasks that highlight the transition from adolescence to adulthood (see chart below);
- prepare handout to assist students in collecting and recording information from a Socratic lesson on these eight tasks. Handout should include space for the students to record the definition of the task, indicators of successful attainment of the task, personal skills, knowledge and resources required for achieving each task, and difficulties that may arise if tasks are not achieved. An example of the chart is included.

<b>Developmental Task</b>	<b>Definition</b>	<b>Success Indicators</b>	<b>Required Skills, Knowledge and Resources</b>	<b>Difficulties of Not Achieving Task</b>
Achieve new and more mature relationships with peers of both sexes				
Adopting a socially approved masculine or feminine adult role				
Accept and respect one’s physique				
Develop one’s personal attitude toward marriage and family living				
Acquire a set of values as a guide to behaviour				
Accept and adopt socially responsible behaviour				
Select and prepare for an occupation				
Achieve emotional independence from parents and other adults				

(Ryder and Harter, 1995)

- identify a possible guest speaker if this is to be included in the Teaching/Learning Strategies;
- develop and copy a marking rubric for developmental tasks chart;
- alter and/or copy marking rubric for reflection paper (see Appendix 3);
- obtain collection of prayers that students may reference for inclusion in summative reflection assignment. Prayers should focus on growth, future, hope, and assistance with attainment of maturity.

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## Teaching/Learning Strategies

1. The teacher reads prayer with class from Mother Theresa “Do It Anyway” or other appropriate prayer about developing adult Catholic values or growth and development of adult attributes like maturity, independence, and planning for the future.
2. The teacher leads brief discussion on how this prayer reflects on the adult attributes necessary for participation in society as a fully mature Catholic member.
3. The teacher gives brief Socratic lesson on the concept of the family lifecycle using the overhead (see Appendix 2).
4. The teacher gives Socratic lesson on the eight developmental tasks of adolescent development and students take notes using the handout provided. The teacher comments on how achievement of these tasks will make the transition to the workplace or college more successful.
5. At this point, a former student within their first or second year of work, college, or university could be invited as a guest speaker to discuss their own transition to adulthood.
6. The teacher introduces the jigsaw format and divides the class into home groups of three to four students each.
7. Students split into their expert groups to research and develop points concerning the assigned developmental task.
8. The teacher circulates, as expert groups are preparing, to ensure that students are gathering the necessary information from the resources and are on task.
9. Students return to home groups to share information from their expert groups in order to complete the Developmental Tasks Chart.
10. Chart is handed in for evaluation.
11. The teacher reviews how to write a reflection paper.
12. Students will select a prayer from the collection provided by the teacher that they feel “speaks to them” about their transition from adolescence to adulthood.
13. Students will write a two-page reflection paper that assesses their personal growth with respect to the developmental tasks of the adolescent including their readiness to assume greater responsibility, maturity and independence. As an integral part of this assignment, students will discuss how the prayer they have chosen in Strategy 11, connects to the achievement of the eight developmental tasks of this stage.

## Assessment & Evaluation of Student Achievement

Task/Product	Tool	Purpose	Category of Chart
Chart	Rubric	Formative	Knowledge/Understanding Thinking/Inquiry
Reflection Paper/Prayer	Rubric	Summative	Knowledge/Understanding Thinking/Inquiry Communication Application

## Accommodations

- Allow oral presentations for reflection.
- Partner students with a peer.
- Create clear concrete roles (for the individuals and the group) for exceptional students within their home group.
- Have expert group leaders read out information to jigsaw members for collection.
- Provide students with directed questions to guide them through their reflection.
- Enriched students write their own prayer for use in Strategy 11.

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## Resources

- Baker, Maureen. *Families in Canadian Society*, 2nd Edition. Toronto: McGraw-Hill Ryerson, 1995. ISBN 0-07-551366-8
- Baker, Maureen. *Families: Changing Trends in Canada*, 3rd ed. Toronto: McGraw-Hill Ryerson, 1996, pp. 55-102. ISBN 0-07-552872-4
- Glencoe Publishing and the Joseph P. Kennedy Foundation. *Growing Up Caring*. Toronto: McGraw-Hill Ryerson, 1991. ISBN 0-02-652401-5
- Jarman, Frederick E. and Susan Howlett. *The Living Family: A Canadian Perspective*. Toronto, John Wiley & Sons Canada Ltd., 1991. ISBN 0-471-79618-2
- Kelter, Shirley, ed. *Turn Into the Wind: Prayers and Reflections by College Students*. U.S.A.: Saint Mary's Press, 1999. ISBN 0-88489-575-0
- Koch, Carl, ed. *Dreams Alive: Prayers by Teenagers*. U.S.A.: Saint Mary's Press, 1991. ISBN 0-88489-262-X
- Koch, Carl. *Creating a Christian Lifestyle*. U.S.A.: Saint Mary's Press, 1996, pp7-27. ISBN 0-88489-330-8
- Koch Carl. *150 Opening and Closing Prayers*. U.S.A.: Saint Mary's Press, 1996. ISBN 0-88489-241-7
- Misener, Judi and Susan Kearns. *Expanding Your Horizons: A Career Guide*. Toronto: McGraw-Hill Ryerson, 1993. ISBN 0-07-551392-7
- Mother Theresa. "Do It Anyway," prayer, date unknown.
- Ryder, Verdene and Marjorie B. Harter. *Contemporary Living*. South Holland, Illinois: The Goodheart-Wilcox Company Inc., 1995. ISBN 1-56637-099-X

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## Appendix 1

### **Do It Anyway** By Mother Theresa

People are often unreasonable, illogical, and self-centred;

**Forgive them anyway.**

If you are kind, people may accuse you of selfish, ulterior motives;

**Be kind anyway.**

If you are successful, you will win some false friends and some true enemies;

**Succeed anyway.**

If you are honest and frank, people may cheat you;

**Be honest and frank anyway.**

What you spend years building, someone could destroy overnight;

**Build anyway.**

If you find serenity and happiness, they may be jealous;

**Be happy anyway.**

The good you do today, people will often forget tomorrow;

**Do good anyway.**

Give the world the best you have, and it may never be enough;

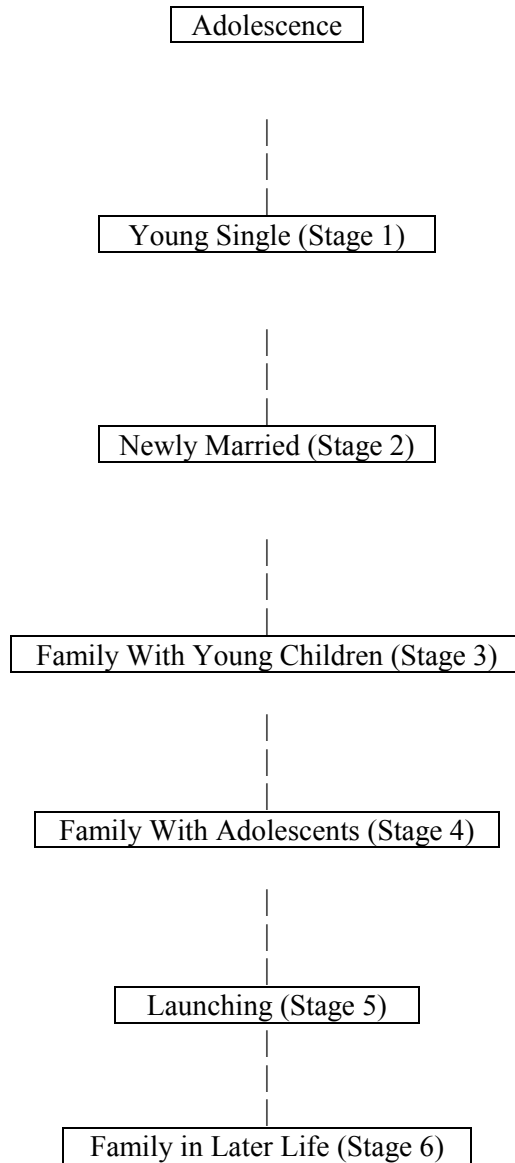
**Give the world the best you've got anyway.**

You see, in the final analysis, it is between you and God;

**It was never between you and them to begin with.**

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## Appendix 2



**Note:** It is possible to go up and down the family lifecycle and stages can overlap. This is not a linear path.

## Appendix 3

### Reflection Chart

Category	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
<b>Knowledge</b> Links personal growth to developmental tasks	- makes limited connection between personal growth and relationship to developmental tasks	- some insight into personal growth and relationship to developmental tasks	- insightful into personal growth and relationship to developmental tasks	- very insightful and focused on personal growth and relationship to developmental tasks
<b>Thinking/Inquiry</b> Ideas are fully explored and presented	- limited exploration of ideas relating to personal growth and achievement of developmental tasks	- some exploration of ideas relating to personal growth and achievement of developmental tasks	- good exploration of ideas relating to personal growth and achievement of developmental tasks	- thorough exploration of ideas relating to personal growth and achievement of developmental tasks
<b>Communication</b> Presents ideas in clear, concise fashion; ideas are well organized	- thoughts and ideas are disjointed	- thoughts and ideas show some connection	- thoughts and ideas are mostly connected	- thoughts and ideas are organized and flow smoothly
<b>Communication</b> Report follows conventions of writing concerning punctuation	- limited use of correct punctuation	- some of the written work is accurately punctuated	- most of the written work is accurately punctuated	- written work is accurately punctuated
<b>Communication</b> Report uses correct grammatical structure	- limited use of proper grammar structure	- some of written work is grammatically correct	- majority of written work is grammatically correct	- makes use of proper grammar structure
<b>Communication</b> Report is neatly done so as improve the communication of ideas	- very messy	- some skill in producing a neat paper	- satisfactorily presented	- very neat, no corrections visible
<b>Application</b> Assesses own personal growth and applies it to achievement of developmental tasks	- limited critical assessment of personal growth and relationship to developmental tasks	- some critical assessment of personal growth and relationship to some of the developmental tasks	- critically assesses most personal growth and relationship to most of the developmental tasks	- critically assesses personal growth and relationship to all developmental tasks

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

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## **Activity 2: Interacting with Others: Our Many Hats**

**Time:** 180 minutes

### **Description**

Students recognize that as individuals, they have many roles to play. They explore these roles, their interaction with others, and the resources required to resolve family issues/case studies. They will come to understand that all communication must be founded on respect and love for others. Seeing the worth of others, especially those whose viewpoint differs from their own, becomes the foundation for genuine human interaction.

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

**Strand(s):** Self and Others and Research and Inquiry Skills

#### **Overall Expectations**

ISV.03 - correctly use terminology associated with the management of personal and family resources;  
SOV.02 - demonstrate an understanding of the dynamics of human interaction and communication with others.

#### **Specific Expectations**

IS1.02 - correctly use terminology related to managing personal and family resources (e.g., resources, interpersonal communication, decision making, demographics, budgeting, spending patterns, consumerism);

S02.01 - identify the various types of interactions in which they are involved (e.g., peer, parent-child, intergenerational, employer-employee).

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

CGE2a - an effective communicator who listens actively and critically to understand and learn in light of gospel values;

CGE5f - a collaborative contributor who exercises Christian leadership in the achievement of individual and group goals;

CGE6a - a caring family member who relates to family members in a loving, compassionate and respectful manner.

### **Prior Knowledge & Skills**

- Cooperative group skills
- Oral presentation skills
- Role-playing skills
- Note-taking skills
- Critical thinking skills
- Problem solving skills

### **Planning Notes**

Teacher should:

- research the many names for Our Lord (e.g., Prince of Peace, Rabbi, Teacher, Lamb, Shepherd, Light of the World, Vine, Resurrection, Life, Word, Prophet, Messiah, King of Kings, Counsellor);
- develop a Socratic lesson on resources available to fulfil roles (time, talent, money, energy);

- collect a number of hats for display (Drama department may be a good source or check local second-hand stores). Students list examples of the possible roles associates with each hat.

Description of Hat	Possible roles suggested by hat
Rain hat	
Shower cap	
Nurse's cap	
Toque	
Beret	
Sun visor	
Baseball cap	
Construction hat	
Surgeon's cap	
Mortar board	
Jester's hat	
Baby bonnet	
Fedora	
Chef's hat	

- make copies of "Hat Chart" for class;
- prepare some case study situations in the event they are not generated through class discussion. For example: parent becomes ill, child takes over tasks of parent; teen becomes breadwinner due to parents' losing jobs through downsizing; teen is failing at school; death of a member of the family; suicide of a close friend; recent immigration to Canada; conflict between traditional cultural traditions and Canadian traditions (e.g., marriages, curfews, chaperones); birth of a new sibling; crisis of faith;
- develop checklist for participation rubric for individual role-plays or presentations.

### Teaching/Learning Strategies

1. The teacher directs discussion on the many roles/names for Our Lord. This is used as an example how one person can play many different roles in a lifetime.
2. The teacher gives a Socratic lesson on the different types of resources available to fulfil the many roles that one plays (e.g., time, talent, money, and energy).  
Teacher creates a hat display around the room. Refer to Planning Notes for examples.
3. Moving around the room, students complete handout "Hat Chart" (see Appendix 1) following the example given on the chart. Students:
  - a. Identify the various types of interactions in which they are involved both within and outside their families, as suggested by the hats (props) in the display;
  - b. Students identify various resources (time, money, space, talent, energy) needed to fulfill each of the roles.
4. Through teacher-directed discussion, class shares their interpretation of the roles and resources associates with each hat. (**Note:** teacher may need to suggest other possible roles affiliated with each hat in order to fully explore all possible roles an individual may play.) Students will add to their chart.
5. The teacher and students generate family issues/individual situations that would require the integration of roles and resources or use back-up case studies developed by teacher or generated from the list in Planning Notes. Include issues that special needs students might encounter in their lives.
6. Students briefly write out these situations and drop them in one of the hats.

7. In small groups, students select a situation from the hat and analyse this issue/situation including who is affected, role changes, resources required, decision/solution reached, and the justification for the decision.
8. Students are given copy of role-play marking rubric prior to presentation.
9. Students prepare role-play individually to illustrate their solution(s).
10. Groups present their family issues and analysis to the class via role-playing or oral presentation.
11. Teacher leads discussion on how acknowledgement of roles and resources can assist students in the future in the workplace, at college, or within their families of procreation.
12. Students hand in “Hat Chart” for evaluation.

### Assessment & Evaluation of Student Achievement

Task/Product	Tool	Purpose	Category of Chart
Participation in discussion on Our Lord	Checklist	Formative	Knowledge Communication
Hat Chart	Checklist	Formative	Application
Individual Participation in Role Play/Oral Presentation	Rubric	Summative	Communication Application

### Accommodations

- Peer tutor could help students write out family issues/situations.
- Provide questions to help with the analysis of the family issues along with other group members.
- Encourage age appropriate participation within the discussion and presentation.
- Enriched students could assist teacher in preparing hat display including suggesting possible roles attached to each hat.
- Enriched students could keep a journal for a week in which they record the various roles they are called on to play and the resources they used to fulfil each role.

### Resources

Evans and Leitenberg. *Family Issues From the Senior Issues Collection*. Toronto: McGraw-Hill Ryerson. ISBN 0-07-551696-9

McKenzie, John L. *Dictionary of the Bible*. New York: MacMillan Publishing, 1965. ISBN 0-02-087720-X

Sasse, Connie R. *Families Today*, 3rd ed. U.S.A.: Glencoe/McGraw-Hill, 2000. ISBN 0-02-643278-1

Sasse, Connie R. *Families Today*, Teacher’s Wraparound Edition. U.S.A.: Glencoe/McGraw-Hill, 2000. ISBN 0-02-643279-X

*The Bible*, New Revised Standard Version.

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

## Appendix 1

### Hat Chart

Description of hat	Type of interaction/role suggested by the hat	Resources required to fulfil Interaction/role
Example: rain hat	Role of caregiver (mother, father, older sibling) who provides protection for a child	Time to care for child, emotional involvement, and money to provide appropriate clothing.

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## Activity 3: Theory of Communication

**Time:** 240 minutes

### Description

Students familiarize themselves with the various components of communication and the effectiveness of these components in the communication process. They apply this knowledge through the analysis of incidents/situations in current television programming. They develop a critical awareness of the difference between genuine human communication centred on Gospel values and the inaccuracies engendered by the mass media in talk shows and open-line forums.

### Strand(s) & Learning Expectations

**Strand(s):** Self and Others

#### Overall Expectation

SOV.02 - demonstrate an understanding of the dynamics of human interaction and communication with others.

#### Specific Expectations

SO3.01 - identify the components of spoken communication (e.g., choice of vocabulary, tone of voice, volume, speech rhythm);

SO3.02 - identify the components of non-verbal communication (e.g., body language, eye contact, personal space, image projection);

SO3.03 - describe techniques for communicating effectively (e.g., active listening, maintaining open body language, taking turns in conversation, expressing anger appropriately);

SO3.04 - identify instances of the three basic styles of communication: passive, aggressive, and assertive;

SO3.05 - demonstrate an understanding of the “I messages” in communicating with others.

#### Ontario Catholic School Graduate Expectations

CGE2a - an effective communicator who listens actively and critically to understand and learn in light of gospel values;

CGE2b - an effective communicator who reads, understands and uses written materials effectively;

CGE2d - an effective communicator who writes and speaks fluently one or both of Canada’s official languages;

CGE2e - an effective communicator who uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

#### Prior Knowledge & Skills

- Note taking skills
- Critical observation skills
- Cooperative group skills

#### Planning Notes

The teacher should:

- Obtain a song, which reinforces Catholicity and could be interpreted through body language;
- prepare Socratic lesson on communication:
  - *spoken* (sender, receiver, medium, message, feedback);
  - *non-verbal* (tone of voice, facial expression, personal appearance, gestures, posture, body movements);

- *styles* (passive – taking in another’s words, but offering no sign of hearing or understanding the message; assertive – sure and confident, expressing feelings directly, asking for what one wants, and refusing what one does not want; aggressive – forceful, hostile or destructive, putting another person down);
- *barriers to effective communication* (distractions, concentration, amount of information, jargon, disorganized messages, unsuitable language, emotional responses, thinking of a response while listening, lack of feedback, mixed messages); “I” messages – taking responsibility for how you feel and not blaming someone else for how you feel; “You” messages – place the blame on others for how you feel.
- makes copies of Communication Chart for class (Appendix 1);
- alter and/or copy rubric for evaluating Communications Chart;
- develop quiz on the components, styles and techniques of communication and marking scheme.

### Teaching/Learning Strategies

1. The teacher plays hymn. Students receive copy of lyrics.
2. In groups, students determine how they “sing” the song without using their voices and then perform it.
3. The teacher directs a discussion of what students did/used to convey the words of the song and list the ways on board. Students copy the list into their notes so that they can refer to them when completing Communication Chart (see Strategy 5). The teacher can conclude discussion by commenting on how, by using non-verbal communication, one can communicate information.
4. The teacher gives a Socratic lesson on: spoken communication; non-verbal communication; styles of communication; effective communication techniques: and “I” versus “You” messages reinforced by overhead notes. (See Planning Notes and Resources for the components, techniques and styles of communication).
5. The teacher demonstrates how to complete the chart by showing an example from an educational video or CD-ROM prior to students completing the chart. Those students who do not have access to a television at home may choose to book a TV/VCR at school and view an educational video provided by the teacher (see Resources).
6. Students analyse three to four incidents/situations in various types of television programming (drama, situation comedy, talk show) using the “Communication Chart (Appendix 1).” Students hand in for teacher evaluation.
7. Students complete quiz on components of communication. Include an opportunity for students to reword a case study argument to use “I” messages rather than “You” messages.

### Assessment & Evaluation of Student Achievement

Task/Product	Tool	Purpose	Category of Chart
Communications Chart	Rubric	Summative	Application
Quiz	Criteria based Marking Scheme	Summative	Knowledge Communication Application

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## Accommodations

Enriched students could write a script for a role-play that demonstrates one or more of the components of communication for presentation to the class. Class could use these to complete the Communications Chart.

## Resources

*Body Language* (video). Mississauga, Ontario: McIntyre Media Limited, 2000. Catalogue #165.

Kelly-Plate, Joan and Eddy Eubanks. *Today's Teen*, 6th ed. New York: Glencoe McGraw-Hill, 2000. ISBN 0-02-642799-0

Kelly-Plate, Joan and Eddy Eubanks. *Today's Teen*, Teacher's Wraparound Edition. New York: Glencoe McGraw-Hill, 2000. ISBN 0-02-642801-6

Misener, Judi and Susan Kearns. *Expanding Your Horizons: A Career Guide*. Toronto: McGraw-Hill Ryerson, 1993. ISBN 0-07-551392-7

*Non-verbal Communication*. Mississauga, Ontario: McIntyre Media Limited, 2000. Catalogue #225.

Ryder, Verdene and Marjorie B. Harter. *Contemporary Living*. South Holland, Illinois: The Goodheart-Willcox Company Inc., 1995. ISBN 1-56637-099-X

*The Art of Listening*. Mississauga, Ontario: McIntyre Media Limited, 2000. Catalogue #158.

Zaragaza, Rufino. "Open My Eyes, Lord." *Light of Christ: Prayer Charts for Meditation and Liturgy*. Portland, Oregon: OCP Publications, 5526 North East Hassalo Drive, Portland, Oregon, U.S.A. 97213.

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## Appendix 1

### Communication Chart

Program \_\_\_\_\_

<b>Brief description of observed interaction</b>	<b>Spoken communication including use of :</b> <ul style="list-style-type: none"><li>• Vocabulary</li><li>• Tone of voice</li><li>• Volume Speech rhythm</li></ul>	<b>Non-verbal communication including use of</b> <ul style="list-style-type: none"><li>• Body language</li><li>• Eye contact</li><li>• Personal space</li><li>• Image projection</li></ul>	<b>Style of communication</b> <ul style="list-style-type: none"><li>• Passive</li><li>• Aggressive</li><li>• Assertive</li></ul>	<b>Perceived effectiveness of interaction</b> (i.e., was situation successfully resolved, were all involved satisfied with outcome?)
Interaction 1				
Interaction 2				
Interaction 3				
Interaction 4				

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## Appendix 2

### Sample Marking Rubric for Communications Chart

Category	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
<b>Application</b> Observed Interaction	- few points of interaction described	- some key points of interaction described	- most key points of interaction described	- clear, concise description of interaction
<b>Application</b> Spoken Communication	- few components of spoken communication identified	- identifies some components of spoken communication	- identifies most components of spoken communication	- identifies all components of spoken communication
<b>Application</b> Non-verbal Communication	- few components of non-verbal communication identified	- identifies some components of non-verbal communication	- identifies most components of non-verbal communication	- identifies all components of non-verbal communication
<b>Application</b> Style of Communication	- few components of communication styles identified	- identifies some components of communication styles	- identifies most components of communication styles	- identifies all components of communication styles
<b>Application</b> Perceived Effectiveness of Communication	- limited thought; limited analysis of effectiveness of interaction	- shows some analysis of effectiveness of interaction	- shows considerable analysis of effectiveness of interaction	- thorough analysis of effectiveness of interaction

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

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## Activity 4: Personality Assessment

**Time:** 300 minutes

### Description

As Catholics, students are encouraged to recognize their own gifts and imperfections. This activity allows students to identify the strengths and weaknesses of their particular personality type, which is reflected in their daily interactions with others, including conflicts. Students evaluate their strengths and weaknesses to make recommendations, which will assist in their transition from adolescence to adulthood.

### Strand(s) & Learning Expectations

**Strand(s):** Self and Others

#### Overall Expectation

SOV.01 - identify the personal resources necessary to make a smooth transition from adolescence to adulthood.

#### Specific Expectation

SO1.03 - demonstrate an understanding of how to apply the required knowledge and skills to build on personal strengths and address personal areas of weakness during the transition.

#### Ontario Catholic School Graduate School Expectations

CGE1g - a discerning believer formed in the Catholic faith community who understands that one's purpose or call in life comes from God and strives to discern and live out this call throughout life's journey;

CGE3e - a reflective and creative thinker who adopts a holistic approach to life by integrating learning from various subject areas and experience;

CGE4e - a self-directed, responsible, life long learner who sets appropriate goals and priorities in school, work and personal life.

### Prior Knowledge & Skills

- Self-evaluation skills
- Computer skills
- Critical thinking and analysis skills
- Essay writing skills

### Planning Notes

The teacher should:

- make an overhead copy of Matthew 7:7-8:  
"Ask, and it will be given you; search and you will find; knock, and the door will be opened for you. For everyone who asks receives, and everyone who searches finds and for everyone who knocks, the door will open."
- obtain copies of Myers-Briggs Personality Inventory or True Colors Personality Assessment.  
**Note:** an untrained teacher may give Myers-Briggs but a trained individual must give True Colors Personality Assessment. Check with Guidance, Cooperative Education or Board personnel to locate a trained individual;
- familiarize self with website assessment tools;
- if completing assessment tool on line, book time in a computer lab;

- develop and copy checklist for reflection paper;
- copy Conflict Resolution Worksheet (3 to 4 copies per student). See Appendix 1;
- develop and copy rubric for Critical Essay.

### Teaching/Learning Strategies

1. Students read overhead on Matthew 7:7-8 and participate in class discussion to explore:
  - the meaning of the gospel reading;
  - the relevance of the reading with respect to exploring their own strengths, weaknesses, and opportunities.
2. The teacher directs a discussion of the various uses of self-assessment (e.g., Cooperative education, education and career decisions, etc.). The teacher should make students aware that:
  - everyone has characteristics that they like and dislike about themselves, but students need to be truthful about their answers for results to be accurate;
  - everyone has different goals for themselves and one's own culture could play a role in this;
  - do not need to follow the career paths as suggested from the results of the tests. They are only suggestions that would be good for your personality.
3. Students complete assessment tool. **Note:** This assessment tool can be a paper-and-pencil test (e.g., Myers-Briggs Personality Inventory or True Colors Personality Assessment) or a website assessment. In the case of Internet use, the teacher should review with students school policies for Internet use.
4. Students identify their personal strengths, weaknesses, and personality type based on the test results. The teacher points out that this information can be used when selecting a career, making choices within a cooperative education course, and planning future education.
5. Through a one- to two-page reflection, students identify where they can apply this new understanding of their personal strengths, weaknesses, and personality types (e.g., interpersonal relationships [sibling, parents, relatives]; peer relationships; teacher-student relationships; employee-employer interactions; social groups).
6. Students hand in reflection paper for evaluation.
7. In order to examine in detail how their own personality type affects their interactions with others, students recall three to four recent interactions/conflicts. They then analyse their response to the interaction/conflict by completing an Interaction Analysis Worksheet for each. See Appendix 1.
8. Students write an informal essay comparing and contrasting their resolution to each interaction/conflict. In the essay, the student draws a conclusion about their overall skills in interactions based on the three to four worksheets. Students then make recommendations, which would further develop their knowledge and skills to assist in their transition from adolescence to adulthood.
9. Students hand in essay for evaluation

### Assessment & Evaluation Student Achievement

Task/Product	Tool	Purpose	Category of Chart
Reflection Paper	Checklist	Formative	Application
Worksheets	Checklist	Formative	Thinking/Inquiry
Critical Essay	Rubric	Summative	Communication Application

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## Accommodations

- Summative assignment could be done orally, in poster format or illustrations with captions, instead of in written format.
- Examine students' strengths and weaknesses from their IEPs rather than completing an additional assessment tool.
- An extension for enriched students could be to locate/identify community resources that can assist them in developing the skills to assist them in the transition from adolescence to adulthood.

## Resources

Baron, Renee. *What Type Am I? Discover Who You Really Are*. U.S.A.: Penguin Publishing, 1998. ISBN 0-14-02-6941x(pbk).

*Body Language: An Introduction to Non-verbal Communication*. Mississauga, McIntyre Media, 2000. Catalogue #165.

Kelter, Shirley. *Turn Into the Wind: Prayers and Reflections by College Students*. U.S.A.: Saint Mary's Press, 1999. ISBN 0-88489-575-0

Misener, Judi and Susan Kearns. *Expanding Your Horizons: A Career Guide*. McGraw-Hill Ryerson, 1993. ISBN 0-07-551392-7

Myers-Briggs Type Indicator Online. <http://www.knowyourtype.com>

*Reading People: The Unwritten Language of the Body*. Ontario: Learning Seed Videos. Catalogue #219.

*Resolving Conflicts: Let's Work It Out*. Ontario: Learning Seed Videos. Catalogue #187.

*The Bible*, New Revised Standard Version.

True Colors Services – [www.truecolors.org](http://www.truecolors.org).

– [www.mazemaster.on.ca](http://www.mazemaster.on.ca)

– [www.careerccc.org](http://www.careerccc.org)

– <http://on.cx.bridges.com/>

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## Appendix 1

### Interaction Resolution Worksheet

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

1. Describe the interaction/conflict.
  
  
  
  
  
  
  
  
  
  
2. What was the resolution?
  
  
  
  
  
  
  
  
  
  
3. Was the resolution satisfactory?    \_\_\_ Yes    \_\_\_ No

**Note:** Answer Question 4 or Question 5, but not both.

4. If you answered YES to Question 3, complete this question: How do you explain the satisfactory resolution? Refer to your personal strengths, weaknesses, and personality type when answering the question.
  
  
  
  
  
  
  
  
  
  
5. If you answered NO to Question 3, complete these questions:
  - a. How do you explain the unsatisfactory resolution? Refer to your personal strengths, weaknesses and personality type when answering this question.
  
  
  
  
  
  
  
  
  
  
  - b. Suggest an alternate resolution based on your new knowledge.