

Public District School Board Writing Partnership

Course Profile **Individual and Family Living**

Grade 9 or 10
Open

· for teachers by teachers

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Acknowledgments

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Unit 3: Individuals and Families

Time: 19 hours

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Unit Description

By applying practical skills for daily living tasks, students increase their awareness of their responsibility to help meet the needs of themselves, and of their families. By increasing their competencies in managing their own lives and contributing to the success of their families, students examine strategies for managing resources, and apply skills in using various household technologies.

Strand(s) & Expectations

Strand(s): Self and Others, Personal and Social Responsibilities, Social Challenges

Overall Expectations: SOV.03X, .04X, PRV.01X, .04X, SCV.03X.

Specific Expectations: SO3.01X, .02X, .03X, .04X, PR3.01X, .02X, SC2.04X.

Activity Titles (Time and Sequence)

Activity 1	Household Safety	60 minutes
Activity 2	Kitchen Safety	180 minutes
Activity 3	The Skilled Use of Household Appliances	180 minutes
Activity 4	Healthy Snacking	180 minutes
Activity 5	Meal Planning	360 minutes
Activity 6	Managing Food Resources	180 minutes

Unit Planning Notes

- The facilities and equipment available will be the major driving force in the way this unit is delivered. Each teacher should assess resources and plan activities accordingly. There are suggestions for alternate ways of delivering the information and experiences mentioned in the unit activities.
- Be sensitive to cultural issues during the foods activities. For example, try to be aware of Ramadan and Lent. Check with students to identify any issues that would affect their ability to eat.
- Preview media resources such as videos and create question sheets.
- Organize the printed resource materials such as recipe books and the equipment manuals.

Prior Knowledge Required

- Students build on the research skills and self knowledge skills gained in the first two units.
- Communication and group work skills gained in Unit 1 are essential.
- Journal writing skills gained in Unit 1 are built upon.

Teaching/Learning Strategies

The following strategies have been incorporated:

- questionnaires;
- preparation of bacterial cultures;
- reflective journal;
- guided experiential learning;
- presentations;
- skits, posters, brochures, jingles, games;
- co-operative learning processes;
- Internet research;
- practical lab experience.

Assessment/Evaluation

Tool	Purpose	Evaluator	Activity
Safety Map/Poster	formative	teacher	Activity 1 - Household Safety
Questionnaire	diagnostic	teacher	Activity 2 - Kitchen Safety
Presentation Rubric	formative	teacher & students	Activity 2 - Kitchen Safety
Test	summative	teacher	Activity 2 - Kitchen Safety
Reflective Journal	summative	teacher	Activity 2 - Kitchen Safety
Student Performance	formative	students by students	Activity 3 - Using Appliances
Checklist for Completion	summative	teacher	Activity 3 - Using Appliances
Rubric to Assess Group Work	formative	students & teacher	Activity 3 - Using Appliances
Nutritional Pretest	diagnostic	student & teacher	Activity 4 - Healthy Snacking
Rubric for Snacks	formative	student & teacher	Activity 4 - Healthy Snacking
Checklist for Brochure	summative	student & teacher	Activity 4 - Healthy Snacking
Test	summative	teacher	Activity 4 - Healthy Snacking
Reflective Journal	formative	teacher	Activity 4 - Healthy Snacking
Quiz - Kitchen Math, etc.	formative	teacher	Activity 5 - Meal Planning
Food Product Rubric	formative	students & teacher	Activity 5 - Meal Planning
Checklist - Menu	summative	teacher	Activity 5 - Meal Planning

Tool	Purpose	Evaluator	Activity
Planning			
Rubric - Meal	summative	students & teacher	Activity 5 - Meal Planning
Collage	summative	teacher	Activity 6 - Managing Food Resources
Homework	formative	teacher	Activity 6 - Managing Food Resources
Meal Lab	summative	teacher	Activity 6 - Managing Food Resources
Oral Presentation	summative	teacher	Activity 6 - Managing Food Resources

Diagnostic: assessing what has been learned

Formative: assessing how well the student is presently learning so that appropriate changes can be made

Summative: assessing how well the student has learned the material for the purpose of accountability

Resources

Print

Albyn, Carole, L. Webb, and S. Lois. *The Multicultural Cookbook for Students*. Oryx Press, 1993. ISBN: 0-89774-735-6

Canada's Food Guide. Health and Welfare Canada (available through Public Health Department)

Dairy Farmers of Ontario, 6780 Campobello Road, Mississauga, ON. L9T 4Z1.

Ferguson, Carole and Murray McMillan, eds. *The New Canadian Basics Cookbook*. Toronto: Penguin Books Canada Ltd., 1999.

From Both Sides - Module 1 - Use of Pesticides, Ontario Agri-Food Education, Grades 7-12, 1997.

Glosson, Linda. *Creative Living*, 6th ed. Glenco/McGraw-Hill, 1997. Chapter 23

Ingram, Christine, et al. *The Complete Encyclopedia of Vegetables and Vegetarian Cooking*. Anness Publishing Ltd., 1997. ISBN 1-901289036

Kelly-Plate, J. and E. Eubanks. *Today's Teen*, 5th edition. Glencoe/McGraw-Hill, 1997. Student - ISBN 0-07-551544-X, Teachers Resource Book - ISBN 0-07-551545.

Lee, Enid and C. Marshall. *Kaleidoscope of Health: A Training Manual for Race and Ethno Cultural Equity in the Ontario Health Care System*. Ontario Hospital Association, Don Mills, ON. 1994.

Marketing Boards (Pork, Chicken, Tender Fruits, etc.)

Public Health Department

Rosenthal, Sara M. *Managing Your Diabetes*. MacMillan Canada, 1998. Chapter 8, Type 2 Diabetes in Aboriginal Canada. ISBN 07715-7560-2

Siebert, M. and E. Kerr. *Food For Life*. Toronto: McGraw-Hill Ryerson Limited, 1994. Student - ISBN 0-02-675428-2, Teachers Resource Book - ISBN 0-02-675429-0.

"The Visual Food Encyclopedia." Les Editions Québec/Amérique Inc., 1996. ISBN 2-89037-893-4

Wagh, F.W. *Iroquois Foods and Food Preparation*. Ottawa: Government Printing Office, 1996.

"We Are What We Eat." Ontario Agri-Food Education, 8560 Tremaine Road, Mississauga, ON. L9T 4Z1.

Computer Software

Food Focus Nutrition Analysis software, Version 3.2, 721 South Drive, Winnipeg, MB R3T 0C2, Phone: 204-453-6060

“Foodware” (recipe data base) - McGraw-Hill Ryerson, 1995.

“Mangia” CD-ROM, Sierra On-Line Inc., Bellevue, WA, 98007, USA, Phone: 1(800) 757-7707 or web site: <http://www.siera.com>

“Master Cook” CD-ROM, 1197, Sierra On-Line Inc., Bellevue, WA, 98007, USA, Phone: 1-(800) 757-7707 or web site: <http://www.siera.com>

Video

Food Safety Can Be Fun. Ontario Agri-Food Education, 8560 Tremaine Road, P.O. Box 460, Milton, ON. L9T 4Z1, Phone: 905-878-1510, ext. 24, Fax: 905-878-0342.

Multicultural Food: More Than a Meal. Classroom Video, 1998

Safety In The Kitchen. Glencoe/McGraw-Hill, 1996, #002-639712-9, 22 minutes.

Timing and Organization in Food Preparation. Glencoe/McGraw-Hill, 1991, #002-639692-0, 9 minutes.

Internet

Canadian Food Co-ops

<http://www.wisc.edu/uwcc/links/lowincome.html>

Canadian Living Online

<http://www.canadianliving.com>

Canadian Parents On-line

<http://www.canadianparents.com/>

Canadian Partnership for Consumer and Food Safety Education

<http://www.canfightbac.org>

Canadian Safety Council

<http://www.safety-council.org>

Canadian Tire

<http://www.canadiantire.ca>

Centre for Indigenous Peoples' Nutrition and Environment – CINE

<http://cine/mcgill.ca>

Consumers Union

<http://www.cssinfo.com/info/csa.html>

Eat Ethnic

www.eatethnic.com

First Nation and Inuit Health Program (FNIHP)

<http://www.hc.scgcca/msb.fnihp>

Food Co-ops

<http://www.wisc.edu/uwcc/>

Health Canada - Product Safety

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

Healthy Eating Information, The Quaker Oats Company of Canada Ltd.

www.quakeroats.ca

Indian and Northern Affairs Canada

<http://www.inac.gc.ca/>

International Food Information Council

<http://www.ificinfo.health>

Kidsource On-line

<http://www.kidsource.com/index.html>

Large quantity recipes

<http://homecooking.miningco.com/library/weekly/aa022299.htm#recipes>

Large quantity recipes

<http://members.aol.com/oamcloop/index.html>

On-line Educational Resources

<http://quest.arc.nasagov.oer>

Ontario Ministry of Health

<http://www.gov.on.ca/health>

Parents Place

<http://www.parentsplace.com/>

Sears

<http://www.sears.ca>

Social Planning Council of Metropolitan Toronto

<http://worldchat.com/public/lab/spc.htm>

Stay Alert Stay Safe

<http://www.sass.ca/>

The Bay

<http://www.hbc.com>

The Learning Seed Links

<http://www.learningseed.com/links.html>

Tide

<http://www.tide.com>

Today's Parent

<http://www.todayparent.com/>

Activity 1: Household Safety

Time: 60 minutes

Description

Students identify common safety hazards in the home. They also explain how these hazards could be addressed. Smoke detectors, carbon monoxide detectors, fire extinguishers, and the safe use of equipment

(e.g., barbecues, stoves, irons) should all be addressed. Adolescents examine their own personal safety as well as the safety of other family members (e.g., siblings, grandparents).

Strand(s) and Expectations

Strand(s): Self and Others

Overall Expectations:

(SOV.03X) - apply practical skills to perform daily-living tasks that meet the needs of self and family.

Specific Expectations:

(S03.04X) - evaluate household safety in terms of fire and other hazards, and outline the importance of smoke detectors, carbon monoxide detectors, fire extinguishers, and the safe use of equipment (e.g., barbecues, stoves, irons).

Planning Notes

Teachers should:

- create a rubric to evaluate the household map or poster. Refer to the rubric template in Unit 1, Appendix 1A;
- gather a number of child-proofing items for display in the classroom;
- contact a guest speaker from the public health department or a baby store who could talk to the students about safety concerns and the products that are available to help keep children safe at home;
- obtain and preview a video on household safety that addresses issues for all members of the family (e.g., children, adolescents, the elderly). Smoke detectors, carbon monoxide detectors, fire extinguishers, and the safe use of equipment (e.g., barbecues, stores, irons) should all be addressed.
- contact a local agency (e.g., Public Health, Automobile Club, car insurance company) if desired for information on car seat safety and installation. Students, in conjunction with a local day care centre, may want to run a car seat safety clinic (optional).

Prior Knowledge Required

- Students use personal and group communication skills gained in Unit 1.

Teaching/Learning Strategies

1. Students share with the class, information about home accidents they or members of their family have been involved in and discuss the common causes of household accidents.
2. Divide students into small groups and assign each group an area of a home (e.g., bedroom, bathroom, living areas, storage areas, outside yard, basement). Students are to brainstorm a list of common dangers that may exist with their group and share their list with the rest of the class. Students should write this list in their notebook. The teacher should supplement this list with some of the areas that students may be unfamiliar with (e.g., small coins, perfumes, strings in hoods, blind cords, electrical appliances, household chemicals, candles).
3. Teacher shows a video on household safety. It should address issues of safety for all members of the family. Students may refer to Internet sites on household safety as well.
4. Students are to draw a map of their home. They are to identify the hazards that would exist for various family members on this map and state how these hazards could be addressed. Alternately students could create safety posters that could be displayed at local elementary schools, day care centres, or senior homes on home safety.

Assessment/Evaluation

- Formative assessment of the students' safety map or poster using a rubric.

Resources

Print

Kelly-Plate, J. and E. Eubanks. *Today's Teen, 5th edition*. Glencoe/McGraw-Hill, 1997. Chapter 16.

Glosson, Linda. *Creative Living 6th ed*. Glencoe/McGraw-Hill, 1997, chapter 23.

Internet

There are many Internet sites that provide safety information:

Canadian Parents Online

<http://www.canadianparents.com/>

Canadian Safety Council

<http://www.safety-council.org>

Health Canada - Product Safety

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

Kidsource Online

<http://www.kidsource.com/index.html>

Parents Place

<http://www.parentsplace.com/>

Stay Alert Stay Safe

<http://www.sass.ca/>

Today's Parent

<http://www.todayparent.com/>

Accommodations

- Students can work in pairs where peer assistance may be needed in drawing the home map.
- Students can choose to draw a home map related to a television show they watch.

Activity 2: Kitchen Safety

Time: 180 minutes

Description

Within these activities, students learn the basic skills required for working effectively in a safe kitchen. Hazards are identified and safe practices learned. The goals are the safe use of the equipment and safe food handling practices.

Strand(s) and Expectations

Strand(s): Self and Others

Overall Expectations:

- (SOV.03X) - apply practical skills to perform daily-living tasks that meet the needs of self and family;
- (SOV.04X) - demonstrate a growing awareness of the need to be responsible and to contribute to the family.

Specific Expectations:

- (SO3.01X) - apply strategies for building self-confidence (e.g., starting with a short oral report, gradually develop the ability to lead the class in a discussion or chair a meeting);
- (SO3.03X) - demonstrate an ability to negotiate and perform tasks related to meeting the needs of individuals and families (e.g., caring for siblings, preparing meals, reading and following instructions, taking proper care of clothing) at home or for another family.

Planning Notes

Teachers should:

- gather equipment ahead of time (e.g., fire extinguisher, knives, pot and lid, dish detergent, thermometer, a glass, cutting board, etc.);
- locate a video that deals specifically with kitchen safety;
- save newspaper articles or assign students to find articles ahead of time that deal with food and home safety;
- create a rubric to assess student presentations;
- create a summative test.

Teacher Awareness

- The activities can be done in-class if you have the equipment (kitchens) available. Alternatively, they can be discussed in class and taken home as an assignment.
- If you choose to do the bacterial cultures, set up the petri dishes with a medium ahead of time. How far you go into the science side of this topic is dependent on student ability and interest.

Prior Knowledge Required

- communication and group work skills gained in Unit 1;
- journal writing skills gained in Unit 1;
- safety practices identified in Activity 1 of this unit.

Teaching/Learning Strategies

1. Divide the students into small groups of three to four and assign each group the following challenges:
 - Make a list of kitchen accidents or food poisonings of which the students are personally aware. Identify the skill or knowledge that was lacking that caused the problem. They can do this as a jigsaw. List both on chart paper and post it in the classroom. Follow up with a discussion about how to avoid the problems.

- Make labeled bacterial cultures from items students have eaten from (e.g., spoons, dishes) or that they will use as work surfaces (e.g., cutting boards, stove tops). The results of these cultures can be tallied and analysed. A list of safe food handling practices can now be created. A reflective journal will be used to have students apply the academic learning with experiences they have had.
2. Show the kitchen safety video. Present other sources of information such as newspaper articles, text information, or the Internet to use in researching the causes and costs of poor safety habits. Use a jig saw method for sharing this information. Each student reports his/her piece of information to the others in the group.
 3. Choose one aspect of safety such as using knives safely, storing food safely, or dealing with flammables. Produce one of the following: a brochure, a skit, a poster, a jingle, or a contest/game that incorporates the information students have learned. Present it to the rest of the class and follow up the “lesson” with a quiz they have created to test the effectiveness of their “teaching”.
 4. Summative Test: Put various pieces of equipment such as knives, deep fat fryers, food processors, or glasses around the kitchens and ask students to identify one safe practice to follow when using each piece of equipment.
 5. Write a journal entry dealing with experiences and reflections on this topic.

Assessment/Evaluation

- Diagnostic assessment: The answers for the first strategy are used to determine what the students already know or have experienced. This is for teacher information only.
- Formative assessment: The groups collaboratively assess themselves for their presentations using a rubric. If time permits, involve the students in the creation of this rubric.
- The teacher assesses the group, using the same rubric. Discrepancies are discussed.
- The summative test confirms the extent of their learning.
- Formative assessment: reflective journal, for completion only

Resources

Print

“From Both Sides.” Module 1 - Use of Pesticides, Ontario Agri-Food Education, Grades 7-12, 1997.

Kelly-Plate, J. and E. Eubanks. *Today's Teen*, 5th edition. Glencoe/McGraw-Hill, 1997. chapter 47, Working in the Kitchen.

Newspaper articles on fires (from grease on the stoves) and food poisoning. (These articles are fairly common.)

Siebert, M. and E. Kerr. *Food For Life*. Toronto: McGraw-Hill Ryerson Limited, 1994. Chapter 3, Safety in the Kitchen.

Video

Food Safety Can Be Fun. Ontario Agri-Food Education, 8560 Tremaine Road, P.O. Box 460, Milton, ON, L9T-4Z1, Phone: 905-878-1510, ext. 24, Fax: 905-878-0342.

Safety In The Kitchen. Glencoe/McGraw-Hill, 1996, #002-639712-9, 22 minutes.

Internet

Canadian Partnership for Consumer Food Safety Education

<http://www.canfightbac.org>

Health Canada

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

Accommodations

The form of the report given by the students can be tailored to the specific needs of the students. For student enrichment, they can pursue more of the scientific background and produce a research paper for their activity.

Activity 3: The Skilled Use of Household Appliances

Time: 180 minutes

Description

Students gain the skills needed to operate household appliances as well as develop their ability to communicate by teaching others.

Strand(s) and Expectations

Strand(s): Self and Others, Social Challenges

Overall Expectations:

(SOV.03X) - apply practical skills to perform daily-living tasks that meet the needs of self and family;

(SOV.04X) - demonstrate a growing awareness of the need to be responsible and to contribute to the family;

(SCV.03X) - apply skills for using various technologies for family activities.

Specific Expectations:

(SO3.01X) - apply strategies for building self-confidence (e.g., starting with a short oral report, gradually develop the ability to lead the class in a discussion or chair a meeting);

(SO3.02X) - analyse adolescents' growing independence and responsibility to family members and their responsibility to contribute to family efforts to meet food, clothing and housing needs;

(SO3.03X) - demonstrate an ability to negotiate and perform tasks related to meeting the needs of individuals and families (e.g., caring for siblings, preparing meals, reading and following instructions, taking proper care of clothing) at home or for another family;

(SC2.04X) - use technology available for household purposes for activities that meet the needs of individuals and families (e.g., test a new kitchen appliance, download a recipe from the Internet).

Planning Notes

Teachers should:

- identify what appliances you have that the students can use (e.g., blender, microwave, food processor, wok, bread maker, broiler, deep fat fryer, slow cooker, etc.). Ask students if they have something in their home that they would like to demonstrate (e.g., pasta maker). Wherever possible, locate the manuals for each appliance (information can be gleaned from texts, Internet sites, and manufacturers);
- arrange computer access to the Internet for research either with your library or your computer lab;

- collect catalogues/flyers selling appliances.

Teacher Awareness

- Safe use of irons could be studied now or in Unit 4, Activity 3 prior to using sewing equipment.

Prior Knowledge Required

- Students use Internet skills gained in Unit 2, Activity 2.
- Communication and group work skills gained in Unit 1 are essential.

Teaching/Learning Strategies

1. Divide the class into small groups of two to four students. Each group selects an appliance.
2. Students research their appliance and present the following through demonstration:
 - safety tips for its use;
 - recipes that effectively use this appliance;
 - a users' guide students have created;
 - a demonstration showing how to use it safely and effectively;
 - a food prepared using it;
 - one Internet source of information for their appliance;
 - what equipment could be substituted for this appliance (e.g., a rotary beater or whisk for an electric mixer);
 - prices of various brands and warranties;
 - comparison of features;
 - their recommendation for a "Best Buy".

Note: The manuals provide most of the information. Students should practise by producing a food product at home or at school.

3. Depending on your class size and time available, the groups could also be required to devise a "certification" program in which each group member tests about four other class members on the safe use of this appliance and awards a certificate to those who pass the test.

Assessment/Evaluation

- Formative: self, peer, and teacher evaluation based on:
 - completion of all components;
 - quality of presentation;
 - effectiveness of group work. (See Unit 1, Appendix 5A - Rubric for Assessing Teamwork.)
- Summative evaluation: checklist completion.

Resources

Print

Appliance manuals

Siebert, M. and E. Kerr. *Food For Life*. Toronto: McGraw-Hill Ryerson Limited, 1994. Chapter 3 "Kitchen Basics".

Kelly-Plate, J. and E. Eubanks. *Today's Teen*, 5th ed. Glencoe/McGraw-Hill, 1997. Chapter 44 "Kitchen Equipment".

Internet

Canadian Safety Council

<http://www.safety-council.org>

Canadian Tire

<http://www.canadiantire.ca>

Consumers Union

<http://www.cssinfo.com/info/csa.html>

Sears

<http://www.sears.ca>

The Bay

<http://www.hbc.com>

Accommodations

- Make accommodations in using the appliances for those with physical needs.
- For student enrichment, the technological principles behind the appliances could be researched.
- Modify group structure to ensure the success of all students.

Activity 4: Healthy Snacking

Time: 180 minutes

Description

Students gain skills in food preparation techniques and knowledge in nutrition. The activities are designed to practise skills acquired in Activity 2.

Strand(s) and Expectations

Strand(s): Self and Others, Social Challenges

Overall Expectations:

(SOV.03X) - apply practical skills to perform daily-living tasks that meet the needs of self and family;

(SOV.04X) - demonstrate a growing awareness of the need to be responsible and to contribute to the family;

(SCV.03X) - apply skills for using various technologies for family activities.

Specific Expectations:

(SO3.02X) - analyse adolescents' growing independence and responsibility to family members, and their responsibility to contribute to family efforts to meet food, clothing and housing needs;

(SO3.03X) - demonstrate an ability to negotiate and perform tasks related to meeting the needs of individuals and families (e.g., caring for siblings, preparing meals, reading and following instructions, taking proper care of clothing) at home or for another family;

(SC2.04X) - use technology available for household purposes for activities that meet the needs of individuals and families (e.g., test a new kitchen appliance, download a recipe from the Internet).

Planning Notes

Teachers should:

- acquire healthy eating posters available to set the mood in the classroom;
- check to see what healthy eating videos are available;
- design a survey to determine the amount and type of experience in food purchasing and preparation the students have;
- prepare the written assignment as outlined in strategy 7;
- develop a rubric for evaluating the snacks using the template from Unit 1, Appendix 1A;
- create a summative test to evaluate students' overall learning.

Teacher Awareness

- Encourage creativity and “fun” in their snack choices.

Prior Knowledge Required

- The skills and knowledge acquired in Activities 1 and 2 of this unit.
- Your pretest for nutritional knowledge will identify the starting point for the nutritional information.
- Communication and group work skills gained in Unit 1 are essential.

Teaching/Learning Strategies

1. Each student lists their ten favourite snack foods. Using *Canada's Food Guide*, determine the categories to which these foods belong. Identify two major nutrients from each group. Use this as a pretest to see what students already know. Use a survey to assess previous food preparation experience.
2. Identify the “good news”/“bad news” about their snack choices. Students reflect in their journals their reasons for choosing favourite snacks.
3. Challenge students to identify five healthy snack choices.
4. Divide the students into small groups and have each group find a recipe for a snack from each of the four food groups. Each snack may incorporate more than one food group. From their list, students are to select two favourites and create a list of ingredients and equipment needed to make the snack. Discuss correct measuring techniques for each of the ingredients used.
5. While half the students are doing a written nutritional assignment (see strategy 7 below), the other half prepares one of the snacks for all of the groups to try. The following period, the roles are reversed and the second favourite is tested.
6. For homework, students produce a third healthy snack for their families to assess.
7. The written assignment could be a brochure on a food group (or a specific nutrient if your class has a good knowledge of nutrition). In this brochure, students would identify the food group members, the nutrients this group provides, why you need these nutrients, food preparation tips for these foods, and at least one good recipe. Include the concept of healthy snacks to take to work/school.
8. Students write a summative test.

Assessment/Evaluation

- Diagnostic assessment: a pretest of basic nutritional and food knowledge is done in strategy 1.
- Formative assessment: the prepared snacks are assessed both by the students and the teacher using a rubric measuring: the appearance, flavour, nutritional value, and cost per serving.

- Students are also assessed on their production techniques and clean up (see Appendix 4A: Food Lab Rubric).
- The brochure would be evaluated for creativity, appeal, and the quality of the information. Both formative assessment by students and summative evaluation by the teacher would be involved.
- The parents and siblings use Appendix 4A to assess the snack's home preparation.
- Formative assessment: journal reflection, for completion only.
- A summative test tests student's overall knowledge.

Resources

Print

Canada's Food Guide to Healthy Eating. Health Canada, 1992.

Dairy Farmers of Ontario, 6780 Campobello Road, Mississauga, ON. L8N 2L8

Kelly-Plate, J. and E. Eubanks. *Today's Teen*, 5th ed. Glencoe/McGraw-Hill, 1997. Chapter 42, Planning Meals and Snacks

Marketing Boards (Pork, Chicken, Tender Fruits, etc.)

Public Health Department

Rosenthal, Sara M. *Managing Your Diabetes*. MacMillan Canada, 1998.

Siebert, M. and E. Kerr. *Food For Life*. Toronto: McGraw-Hill Ryerson Limited, 1994. Chapter 15, Making Healthy Food Choices

"We Are What We Eat". Ontario Agri-Food Education, 8560 Tremaine Road, P.O. Box 460, Milton, ON, L9T 4Z1 (food safety, nutrition, and the role of fruits and vegetables in healthy eating - 5 lessons)

Internet

Canadian Living Online

<http://www.canadianliving.com>

First Nations and Inuit Health Program (FNIHP)

<http://www.hc-sc.gc.ca/msb.fnihp>

Health Canada

<http://www.hc/org-sc.gc.ca>

International Food Information Council

<http://www.ificinfo.health>

Appendices

Appendix 4A - Food Lab Rubric

Accommodations

- Acknowledge the cultural diversity of different students by considering a range of ways of assessing food choices.
- Modify group structure to ensure the success of all students.

Appendix 4A: Food Lab Rubric

Criteria	Level 1 (50 – 59%)	Level 2 (60 – 69%)	Level 3 (70 – 79%)	Level 4 (80 – 100%)
Planning	<ul style="list-style-type: none"> - did not always follow recipe - assignment of tasks incomplete - work schedule incomplete - had difficulty with equipment or ingredients 	<ul style="list-style-type: none"> - read and intermittently followed recipe during preparation - tasks not assigned evenly - collected some equipment/ingredients ahead 	<ul style="list-style-type: none"> - followed recipe during preparation - collected most of the equipment/ingredients prior to beginning 	<ul style="list-style-type: none"> - read and clearly followed recipe directions before beginning assigned tasks equitably - collected all equipment/ingredients before beginning
Preparation	<ul style="list-style-type: none"> - did not use proper techniques or measure ingredients correctly - used incorrect utensils/appliances - table not set according to expectations - did not wash hands or wear apron 	<ul style="list-style-type: none"> - measured most ingredients correctly - generally used correct appliances/utensils - table somewhat set - some lapses in following safety/sanitation rules 	<ul style="list-style-type: none"> - used proper techniques and equipment for measuring in most cases - used correct appliances/utensils - followed most safety/sanitation procedures 	<ul style="list-style-type: none"> - consistently used correct measuring techniques - use of correct appliances/utensils - set table neatly and appropriately - followed all safety/sanitation procedures
Product	<ul style="list-style-type: none"> - may be over/undercooked - unappetizing appearance (colour/uneven shape/size) 	<ul style="list-style-type: none"> - generally cooked acceptably - good appearance but may be irregular in colour, shape or size 	<ul style="list-style-type: none"> - cooked properly (a good product) - appetizing appearance with some irregularities in colour, shape or size 	<ul style="list-style-type: none"> - cooked to perfection - appetizing appearance (colour/shape/size) - everyone wants to try your dish
Clean up	<ul style="list-style-type: none"> - did not know responsibilities, tasks - utensils/appliances, work areas/tables not effectively cleaned - floor not well swept 	<ul style="list-style-type: none"> - needed to be reminded of responsibilities/kept on task - cleaned some work areas/equipment minimal standards - floor swept in places 	<ul style="list-style-type: none"> - kept on task - cleaned most work areas/equipment/ tables - floor swept 	<ul style="list-style-type: none"> - knew and carried out cleanup duties and responsibilities - cleaned up work areas, equipment and eating areas well - floor thoroughly swept
Group Skills	<ul style="list-style-type: none"> - frequently off task - difficulty working with members in the group; did not participate well - lacked good organization; noisy and disorganized 	<ul style="list-style-type: none"> - occasionally off task - worked with others to complete the lab - quite noisy interaction 	<ul style="list-style-type: none"> - worked well with others to complete the lab - helped other group members when asked - worked quietly and efficiently most of the time 	<ul style="list-style-type: none"> - worked collaboratively - stayed on task - pitched in to help others when needed - worked quietly and efficiently - had fun
Score:	5-6	6-7	7-8	8-10

a) One thing we did well:

c) Student mark:

b) One way we can improve:

d) Teacher mark and comment:

Activity 5: Meal Planning

Time: 360 minutes

Description

Having acquired the basic information about nutritional needs, students extend the knowledge gained to the planning, purchasing and preparing of nutritious meals for families. Basic kitchen math is included in this activity. Cultural and ethnic differences can be celebrated by student's choice of menus and foods.

Strand(s) and Expectations

Strand(s): Self and Others, Social Challenges

Overall Expectations:

- (SOV.03X) - apply practical skills to perform daily-living tasks that meet the needs of self and family;
- (SOV.04X) - demonstrate a growing awareness of the need to be responsible and to contribute to the family;
- (SCV.03X) - apply skills for using various technologies for family activities.

Specific Expectations:

- (SO3.02X) - analyse adolescents' growing independence and responsibility to family members and their responsibility to contribute to family efforts to meet food, clothing and housing needs;
- (SO3.03X) - demonstrate an ability to negotiate and perform tasks related to meeting the needs of individuals and families (e.g., caring for siblings, preparing meals, reading and following instructions, taking proper care of clothing) at home or for another family;
- (SC2.04X) - use technology available for household purposes for activities that meet the needs of individuals and families (e.g., test a new kitchen appliance, download a recipe from the Internet).

Planning Notes

Teachers should:

- be aware of cultural diversity and food allergies in your selection of a common recipe;
- do some preplanning when deciding how to form your lab groups (e.g., vegetarians together, students who eat Kosher together, those with food allergies in one group, etc.). Also, attempt to avoid doing these activities during significant religious holidays with food restrictions such as Ramadan or Lent;
- prepare a worksheet for basic kitchen math and a follow-up quiz;
- prepare a worksheet for a standard simple recipe to half and double the recipe;
- students must pass this test to move on to the next step. Prepare alternative activities for students who do not pass the test;
- create a rubric to assess the appearance, flavour, texture, and appeal of the recipe.

Teacher Awareness

- The nature of these activities is limited by the resources at hand. If full kitchens are available, the menus prepared can be full meals. If facilities are limited to electric frying pans and microwave oven, your chosen recipes must suit these appliances. If you have no equipment, then all cooked food preparation will have to occur and be assessed at home. Some raw foods could be prepared at school.
- If a supermarket or a farmer's market is accessible, the whole class could go on a field trip.
- This activity can be used to create a class celebration.

- If this is a class celebration, all the menus could be merged and the meal served together. Have the groups ensure that there are enough different foods to allow for individual differences. This allows collaborative problem solving to accommodate everyone's needs.

Prior Knowledge Required

- Communication and group work skills gained in Unit 1 are essential.
- From Activity 3 of this unit, students should understand *Canada's Food Guide* and the basic nutritional needs.
- It is assumed that students have some basic math skills dealing with fractions.
- It is assumed students know how to operate the equipment safely from Activities 1 and 2.

Teaching/Learning Strategies

1. Distribute "basic kitchen math" worksheet, showing how to convert from one measurement to another (e.g., tablespoons to teaspoons, cups to litres, and from Metric units to Imperial units and back). Show all the correct abbreviations for each unit. Use concrete examples of each of the measuring tools and demonstrate their correct use (i.e., dry measuring cups are leveled off).
2. Follow this worksheet with a quiz.
3. Halving and doubling recipes: Use the worksheet (with a standard recipe, such as salsa, bannock, falafel) and have students both double the recipe and half the recipe.
4. In pairs, have the students make a half recipe. All students make the same recipe so the final products can be compared and evaluated by the class, using the rubric that assesses appearance, flavour, texture, and appeal. The causes of the differences can be analysed.
5. Having mastered basic recipe skills, the students are divided into groups of three to five students who work together for the rest of the activity. Each group plans one week's worth of menus for a family of four. Using these menus, students must (using a collaborative problem-solving approach and reaching consensus):
 - create a shopping list for all the required ingredients and calculate a total cost;
 - find five ways they could use the same menu, but reduce the costs;
 - find five ways they could make it faster to prepare by using more convenience foods;
 - modify it to suit: a) a small child, b) specific dietary needs, c) an elderly person;
 - select one meal from this menu that they could prepare and eat in class.
6. Using a checklist, assess one meal's nutritional content (e.g., food groups, nutrients) appeal (colour, temperature, shapes, textures, flavours) and ability to be created and eaten in the allowed time. Students outline the jobs and the time frame required. Once their plans get approval, students make a shopping list and designate tasks.
7. Depending on location of the school, a trip to a grocery store may be of benefit to do a cost comparison.
8. Students carry out their plans

Assessment/Evaluation

- Formative: quiz on kitchen math.
- Formative assessment: the teacher and students assess each group's food product, using the same rubric and discuss discrepancies.

- Formative assessment: Students take part in assessing their meals using rubric from Appendix 4A.
- Summative evaluation: the menu assignment, including carrying out the meal preparation.

Resources

Print

A varied selection of cookbooks or magazines with recipes.

Information about food considerations for special dietary needs, small children and the elderly can be accessed through a text or via the Internet.

Ingram, Christine et al. *The Complete Encyclopedia of Vegetables and Vegetarian Cooking*. Anness Publishing Ltd., 1997. ISBN 1-901289036

Kelly-Plate, J. and E. Eubanks. *Today's Teen, 5th ed.* Glencoe/McGraw-Hill, 1997. Chapter 42, Planning Meals and Snacks, chapter 45, Recipes and Measuring, Chapter 46, Preparation Terms and Techniques.

Rosenthal, Sara M. *Managing Your Diabetes*. MacMillan Company, 1998

Siebert, M. and E. Kerr. *Food For Life*. Toronto: McGraw-Hill Ryerson Limited, 1994. Chapter 3, Kitchen Basics, chapter 4, Buying and Storing Foods)

The Visual Food Encyclopedia. Les Editions Québec/Amérique Inc. ISBN 2-89037-893-4

"We Are What We Eat". Ontario Agri-Food Education, 8560 Tremaine Road, P.O. Box 460, Milton, ON L9T 4Z1.

Computer Software

Food Focus Nutrition Analysis software - Version 3.2, 721 South Drive, Winnipeg, MB R3T 0C2.

Phone: (204) 453-6060.

Mangia CD-ROM, Sierra On-Line Inc., Bellevue, WA, 98007, USA, Phone: 1-800-757-7707 or web site: <http://www.siera.com>

Master Cook CD-ROM, 1197, Sierra On-Line Inc., Bellevue, WA, 98007, USA, Phone: 1-800-757-7707 or web site: <http://www.siera.com>

Video

Timing and Organization in Food Preparation. Glencoe/McGraw-Hill, 1991, #002-639692-0, 9 minutes.

Accommodations

- *Master Cook* CD-ROM allows students who need accommodation to succeed in these activities.
- Modify structured groups to ensure the success of all students.
- Use alternate food products that reflect cultural background of the students in the class.
- Use calculators for the math.
- The choice of recipes can accommodate dietary needs, allergies, and preferences.

Activity 6: Managing Food Resources

Time: 180 minutes

Description

Families today plan meals for a variety of reasons. Students become aware of the significant needs of themselves and their family related to nutrition, lifestyle, ethnic/cultural diversity, money, time management, tastes, and preferences. Practical skill development focuses on planning and preparing meals on a limited budget using resources at hand.

Strand(s) and Expectations

Strand(s): Personal and Social Responsibilities

Overall Expectations:

(PRV.01X) - demonstrate practical skills that contribute to the proper functioning of families that are transferable to the workplace and the community;

(PRV.04X) - demonstrate an understanding of their growing rights and responsibilities in relation to their family, as well as their emerging independence from their family.

Specific Expectations:

(PR3.01X) - identify skills that are required to meet the needs of individuals and families, within the family and the community (e.g., meal preparation at home; working from home; organizing a food co-op);

(PR3.02X) - demonstrate practical skills required for meeting their own and their family's food, clothing, health and security and housing needs (e.g., accessing OHIP; securing medical attention or emergency services when needed; planning and preparing a meal; mending a garment; cleaning a room).

Planning Notes

Teachers should:

- prepare Meal Planning outline, identifying topics to be discussed and summarized;
- organize the cut/paste/create materials: large number of magazines for cutting up, scissors, glue, and Bristol board;
- prepare 'Make These Meals Appealing' assignment which could be a work sheet including case study meal plans with obvious errors;
- collect a variety of grocery receipts for students who forget to bring one;
- prepare outline for Lab Plans;
- estimate and request money for student shopping from department or school instructional budget;
- locate/copy Food Lab Rubric (Unit 3, Appendix 4A);
- collect grocery store receipts prior to use, to ensure student's personal and family privacy (optional).

Teacher Awareness

- Clarify information about food sensitivities and allergies.
- Clarify any student/family restrictions that may affect completion of the practical food lab (religious customs or practice, etc.).
- Students can use the menus created in Activity 5 as their starting point.

Prior Knowledge Required

- Students use competencies in food lab procedure, basic nutritional needs, *Canada's Food Guide* recommendations, kitchen safety, and menu planning gained in Unit 3.
- Students must have basic reading skills to read a recipe and follow instructions.
- Students require note-taking and summarizing skills.
- Students require basic numeracy skills for price analysis and comparison.
- Personal and group communication skills gained in Unit 1 are used.

Teaching/Learning Strategies

1. Distribute Meal Planning outline. Class discussion and note taking are focused on:
 - Why Plan Your Meals?;
 - Principles of Meal Planning (e.g., nutrition, family needs, likes, dislikes, eating patterns, money available, use of time, appeal, etc.);
 - How to Write a Meal/Menu Plan;
 - Making Meals Appealing (colour, flavour, texture, temperature, cooking methods, etc.);
 - Family Needs: fast portable breakfasts and lunches, needs of various age groups, snacks, main meals, eating out, etc.
2. Students divide into small groups for cut/paste/create activity. Each group of three or four students uses old magazines to collect a number of illustrations that relate to and focus on one aspect of meal planning that was discussed (e.g., nutrition, money, etc.). Students organize illustrations into a collage.
3. Groups organize a brief summary of their collage, and a leader presents the focus of the collage to the rest of the class.
4. Distribute "Make These Meals Appealing" worksheet, to be completed for homework. Outline expectations.
5. Ask students to bring a grocery store receipt to their next class. Collect receipts.
6. Teacher introduces/reviews concept of budgeting and family spending practices.
7. Teacher distributes receipts randomly to students. Students relate why the receipts are so different. (e.g., expensive items, varied quantities, non grocery items, etc.)
8. This initiates further class discussion:
 - Why might someone want to plan how much money they will spend on food/groceries? (e.g., to meet allowance, to save money, to avoid waste);
 - How does lifestyle affect a grocery budget? (e.g., age, stage of life cycle, family activities, values such as sharing, gardening, canning and preserving, etc.);
 - How much do families spend on groceries? weekly? monthly? annually?;
 - What do families do to cut costs in their grocery budget? (e.g., compare products and costs, seasonal shopping, bulk purchases, coupon clipping, friends/neighbours preparation and sharing of large quantity cooking, etc.).
 - How to creatively use supplies at hand.
 - Class discusses the various cultural and religious groups that are represented in the class and the school (class should have some understanding of this from activities undertaken in Units 1 and 2). Students, in lab groups, decide what ethnic/cultural group they would like to investigate.

- Using community classroom and library resources, students use the principles of meal management to make a meal that is to be tasted by all class members or that their group would like to eat.
9. Students divide into lab and presentation groups for the two next periods.
 10. Each lab group chooses the recipes for a family with the assistance of the teacher. Students plan the meal according to sound nutritional principles, considering cost and time available in their plans.
 11. Lab duties are organized and a grocery list, budget, and time plan are made up.
 12. Provide students with money to purchase any special ingredients. They should carefully check current food supplies in the lab to avoid overlap and waste. The teacher should approve their grocery list.
 13. Remind students to keep their grocery receipts for later submission for departmental records, and for price analysis and comparison.
 14. Lab groups prepare recipes according to their plans.
 15. Food preparation, cooking, clean-up, and evaluation are completed in one class period. Students also prepare and share a brief presentation regarding what they learned regarding ethnic/cultural group with a focus on meal management principles.
 16. When clean-up is completed and, while foods are cooking, students evaluate their lab procedure using the Food Lab Rubric. (Unit 3, Appendix 4A)

Assessment/Evaluation

- Formative assessment: homework assignment, “Make These Meals Appealing”, is assessed for completion only.
- Summative evaluation:
 - collages are evaluated for illustration of one principle of meal planning, and small group process during construction (Unit 3, Appendix 4A).
 - lab groups are evaluated by self and teacher for planning and completion of lab activity (Food Lab Rubric, Unit 3, Appendix 4A).
 - brief oral presentation re: findings regarding the ethnic/cultural group studied with a focus on meal management principles.

Resources

Print

Albyn, Carole L and Lois S. Webb. *The Multicultural Cookbook for Students*. Oryx Press, 1993.

ISBN: 0-89774-735-6

Glosson, Linda. *Creative Living*. Glencoe/McGraw-Hill, 6th Edition, 1997.

Kelly-Plate, Joan. *Today's Teen, 5th Edition*. Glencoe/McGraw-Hill, 1997.

Siebert, M. and E. Kerr. *Food For Life*. McGraw-Hill Ryerson Ltd., 1994. ISBN 0-07-551544-X

Computer & Internet

Canadian Food Co-ops

<http://www.wisc.edu/uwcc/links/lowincome.html>

Food Co-ops

<http://www.wisc.edu/uwcc/>

Foodware (recipe data base) - McGraw-Hill Ryerson, 1995.

Healthy Eating Information, The Quaker Oats Company of Canada Ltd.

www.quakeroats.ca

Large quantity recipes

<http://homecooking.miningco.com/library/weekly/aa022299.htm#recipes>

Large quantity recipes

<http://members.aol.com/oamcloop/index.html>

Ontario Ministry of Health

<http://www.gov.on.ca/health>

Accommodations

- Teacher monitors large and small group process to ensure that the needs of all students are met.

Unit 4: Families in the Community

Time: 20 hours

Unit Developer(s)

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Development Date: April/May 1999

Unit Description

Students gain competencies in helping their families live safely, provide for the necessities of life, and support their financial needs. Students enhance knowledge and skills that increase consumer awareness and interaction within the larger community.

Strand(s) & Expectations

Strand(s): Self and Others, Personal and Social Responsibilities, Social Challenges

Overall Expectations: PRV.04X, SCV.02X, .03X, .04X, SOV.03X, .04X.

Specific Expectations: PR3.05X, SC2.01X, .03X, SC3.04X, SC4.01X, .02X, .03X, .04X, .05X, .06X, .07X, .08X, .09X, SO3.01X, .02X, .03X, PR3.02X, SC2.04X.

Some overall and specific expectations are introduced in Unit 3 applied to food and are repeated in Unit 4 applied to clothing.

Activity Titles (Time and Sequence)

Activity 1	Getting Ready for Work	120 minutes
Activity 2	Off to Work	120 - 180 minutes
Activity 3	Looking Good	180 - 240 minutes
Activity 4	The License to Drive (Sewing Machines and Sergers)	60 minutes
Activity 5	Creatively Yours	330 - 390 minutes
Activity 6	Advertising	120 - 180 minutes
Activity 7	Consumer Rights and Responsibilities	120 - 180 minutes
Activity 8	Becoming a Savvy Consumer	120 - 180 minutes

Unit Planning Notes

Teachers should:

- familiarize themselves with the unique teaching/learning strategies common to the hands-on learning emphasized in this unit;
- collaborate with other teachers in the school to ensure accurate, up-to-date, curriculum delivery in this unit (e.g., guidance counsellors, librarian, co-op education teachers, etc.);
- preview all videos, computer software, and information technology.

Teacher Awareness

- Be aware of methods of dealing with sensitive issues in a culturally diverse community (e.g., food ways, clothing, housing, spending and consuming patterns, etc.).
- Familiarize themselves with a variety of assessment/evaluation tools for practical, hands-on learning.
- Familiarize themselves with out-of-school policies and procedures for students participating in activities outside the classroom.

Prior Knowledge Required

- Students apply group communication and collaborative skills introduced and developed in previous units and activities.
- All students should have basic writing, reading, numeracy, and computer skills based on elementary school experience.
- Students use social science research skills gained in Unit 2.

Teaching/Learning Strategies

The following strategies are used within various activities in this unit:

- computer/Internet research;
- note taking;
- small/large group discussion;
- case studies;
- assignment completion;
- out of class activities/trips;
- hands-on practical lab experience;
- comparison shopping;
- collage;
- job shadowing;
- role play;
- proficiency certification for sewing machines;
- WHMIS training;
- concept maps.

Assessment/Evaluation

Tool	Purpose	Evaluator	Activity
Participation Rubric	formative	teacher/student	all individual activities
Group Work Rubric	formative	teacher/student	all group activities
Journals	formative	teacher/student	Activities 1, 2 and 8
Assignment Completion	summative	teacher	all individual assignments
Career Search Rubric	summative	teacher	Activity 2 - Off To Work
License	summative	teacher	Activity 4 - License to Drive
Quiz	formative	teacher	Activity 5 - Creatively Yours
Applications Test	formative	students & teacher	Activity 5 - Creatively Yours
Checklist: Completed Project	summative	students & teacher	Activity 5 - Creatively Yours
Resource Management Rubric	formative	student & teacher	Activity 5 - Creatively Yours
Advertisement Rubric	formative/ summative	peer/teacher	Activity 6 – Advertising
Complaint Letters	formative	teacher	Activity 7 - Consumer Rights
Storefront Project Rubric	summative	teacher	Activity 8 - Savvy Consumer
Unit Test	summative	teacher	Activity 8 - Savvy Consumer

Diagnostic: assessing what has been learned

Formative: assessing how well the student is presently learning so that appropriate changes can be made

Summative: assessing how well the student has learned the material for the purpose of accountability

Resources

Guidance counsellor/department.

Co-op education teacher.

Take Our Kids to Work: The Learning Partnership.

Print

Campbell, Judith. *Life Choices Series: Careers*. Canada: Prentice-Hall Ginn, 1996. ISBN 0-13-244211-61

Caughey, V.M. *Decisions For Independent Living*. Glencoe/McGraw Hill, 1992. ISBN 0-02-663191-1

Clarke, J., et al. *Co-operative Small Group Learning: Together We Learn*. Glencoe Publishers, 1990. ISBN 0-13-924556-1.

Glosson, Linda. *Creative Living, 6th ed.* Glencoe/McGraw-Hill, 1997.

“I Know What to Do This Summer.” *Choices* (magazine) V.14, No. 6, Scholastic-Tab Publications, Richmand Hill, 1999. ISSN-0883-475X.

Human Resources Development Canada. *SIN Application Form.* NAS 2120 (02-97)B, 1997.

Human Resources Development Canada, Youth Employment Strategies. *Youth Link.* 1998. 1999. ISBN 0-662-262320-0

Kelly-Plate, Joan. *Today’s Teen*, 5th Edition. Glencoe/McGraw -Hill, 1997.

Weber, Jeanette. *Clothing: Fashion, Fabrics, Construction.* Second Edition. Glencoe (Macmillan) Publishing, 1990. ISBN 0-02-640161-4

Computer Software

Bridges. Kelowna, B.C.: The Bridges Initiative, Inc., Phone: 1-800-281-1168.

Career Cruising CD-ROM. Toronto, ON: Anaca Technologies Ltd., 1997.

Internet

Better Business Bureau

<http://www.bbb.org/>

Canadian Consumer

<http://www.ConsumerReports.org/>

Canadian Standards Association

<http://www.cssinfo.com/info/csa/html>

Career Paths Online

<http://www.careerpathsonline.com/home.html>

Conference Board of Canada

<http://www2.conferenceboard.ca/>

Consumer’s Reports Online

<http://www.ConsumerReports.org/>

Human Resources - Youth Initiative

<http://youth.hrdc-drhc.gc.ca/common/home.shtml>

Ministry of Consumer and Commercial Relations

<http://www.ccr.gov.on.ca/mccr/welcome.html>

Researching Occupations Theme Page

http://www.cln.org/themes/researching_occ.html

Safety

<http://www.iapa.on.ca>

Social Insurance Numbers Information

<http://www.hrdc-drhc.gc.ca/nas/nas2120e.shtml>

Summer Jobs, Youth Opportunities Ontario

www.edu.gov.on.ca/eng/document/brochure/summ-govt.html

The Office for Consumer Affairs

http://www.strategis.ic.gc.ca/sc_cons/consaffairs/engdoc/oca.html

Tide

www.tide.com

World Wide Web Home Page, (Infoseek) Check the many links!

Youth Opportunities Ontario

<http://www.edu.gov.on.ca/eng/document/brochure/summ-govt.html>

Youth Resource Network of Canada

http://www.youth.gc.ca/jobinfo_e.shtml

Video

Clothing Care. Northwest Scientific Supply Ltd., Victoria B.C., #83-0169, 21 minutes.

Clothing Care for Looking Good. Northwest Scientific Supply Ltd., Victoria B.C., #82-3007, 20 minutes.

Activity 1: Getting Ready for Work

Time: 120 minutes

Description

Students are provided the opportunity to explore and develop basic skills required for beginning a variety of part-time and seasonal jobs. Discussion focuses on how adolescents prepare for the workforce, and access current job information.

Strand(s) and Expectations

Strand(s): Personal and Social Responsibilities, Social Challenges

Overall Expectations:

(PRV.04X) - demonstrate practical skills that contribute to the proper functioning of families that are transferable to the workplace and to the community;

(SCV.02X) - describe strategies by which individuals and family members manage resources in a changing environment.

Specific Expectations:

(PR3.05X) - identify part-time work and occupational opportunities that support the needs of families by using resources such as CD-ROMs, the Internet, and supermarket bulletin boards;

(SC3.04X) - describe the behavior expected of students in summer jobs.

Planning Notes

Teachers should:

- confirm with the guidance department whether they stock application forms for Social Insurance Numbers;
- identify location and address of nearest Human Resource Centre of Canada;
- confirm that access to at least one computer with the Internet is available;
- assemble chart paper and markers;
- make up file cards of instructions for the six round table activities focusing on: interview questions, appropriate clothing on the job, local sources of job information, job references, summer jobs, and appropriate behaviour on the job;

- confirm that a tape recorder is available for classroom use;
- collect used copies of teen magazines and catalogues that are suitable for cutting up.
- review basic computer skills for Internet research.

Prior Knowledge Required

- Basic computer skills
- Previous participation in small group processes (communication and group work skills)
- Internet research skills (Unit 2, Activity 2)
- Journal writing skills gained in Unit 1

Teaching/Learning Strategies

1. Students discuss current goals related to adolescent employment. Define part-time and seasonal employment.
 - What kinds of part-time and seasonal employment are available locally for adolescents?
 - Why is it important for young adolescents to discuss beginning employment?
 - Why do many students have part-time and summer jobs?
 - How can we improve our chances of success in getting and keeping a job?
 - How can students practise the skills required for part-time and summer jobs?
 - Where can we get current job information?
2. Teacher asks class how many students have a Social Insurance Number and why we need a Social Insurance Number? Emphasize that a SIN is required by law, in Canada, to register Income Tax, Canada Pension, and employment information. Students need it for most part-time and seasonal employment.
3. Give students a copy of an application for a Social Insurance Number, and outline where the applications are available (Guidance Department, Human Resource Centre of Canada, Youth Employment Centres). Students complete applications, if possible.
4. Teacher expands class discussion to explore alternatives for students who are not eligible to get a Social Insurance Number.
5. Teacher identifies where the applications are to be submitted, and the documents required to accompany the application.
6. Students brainstorm: What can students do to get ready for their first job?
7. Students divide into small groups and complete four of the six round table activities arranged around the classroom. This is a timed activity, with a file card of instructions at each centre. Teacher keeps track of time and tells students to change activities after approximately twelve minutes. The activities are organized as follows:
 - i) Write out and answer four possible questions that might be asked in a job interview. Use the tape recorder provided to practise asking and answering questions.
 - ii) Use the teen magazines and catalogues provided to find and cut out five illustrations of clothing items or outfits that are appropriate to wear to a job at any of: a department store, a fast food restaurant, a recreation centre, a sporting goods store, a hardware store, a movie theater, a theme park, a coffee shop, a vet clinic, or various other adolescent employment situations.
 - iii) On the chart paper provided, list at least five local sources of job information (especially openings, career fairs, workshops, volunteer positions, etc.).

- iv) On the chart paper provided, list at least five names/roles of people that are appropriate to use as references for an adolescent's first job.
 - v) Using the Internet, locate the Youth Opportunities Ontario web site (<http://www.edu.gov.on.ca/eng/document/brochure/summ-govt.html>).
 - vi) Role play a conversation between two employers who are discussing why one had to recently fire a student employee, and why the other is going to promote a student employee (focusing on appropriate and inappropriate behaviours on the job).
8. Each small group gives a one-minute summary to the class, on the results of the last activity they completed. Teacher should monitor summaries to avoid overlap of activities, and to make sure all topics are covered.
 9. Students record in their journals a self-assessment on the skills they currently possess for looking for a summer job and the skills they would like to improve to secure a job.
 10. Students also record in their journals the names and addresses of three people that they could contact to use for references for their first job.

Assessment/Evaluation

- Formative assessment: participation in large and small group process (Unit 1, Appendix 5A - Teamwork Rubric).
- Formative assessment: students assess their job skills using journals as a means of self-evaluation and reflection.
- Journals are checked for completion.

Resources

Co-op education teacher

Guidance counsellor

Print

Campbell, Judith. *Life Choices Series: Careers*. Canada: Prentice-Hall Ginn, 1996. ISBN 0-13-244211-6

Caughey, V.M. *Decisions For Independent Living*. Glencoe/McGraw Hill, 1992. ISBN 0-02-663191-1

Human Resources Development Canada. *SIN Application Form*. NAS 2120 (02-97)B, 1997

"I Know What to Do This Summer." *Choices* (magazine) V.14, No. 6, Scholastic-Tab Publications, Richmond Hill, 1999. ISSN -0883-475X

Kelly-Plate, J. and E. Eubanks. *Today's Teen*, 5th edition. Glencoe/McGraw-Hill, 1997. Unit 1, Chapter 1, 5 and 6 (see Career Connection in each unit).

Internet

Career Paths Online

<http://www.careerpathsonline.com/home.html>

Conference Board of Canada

<http://www2.conferenceboard.ca/>

Human Resources Youth Initiative

<http://youth.hrdc-drhc.gc.ca/common/home.shtml>

Researching Occupations Theme Page

http://www.cln.org/themes/researching_occ.html

Safety

<http://www.iapa.on.ca/>

Social Insurance Number Information

<http://www.hrdc-drhc.gc.ca/nas/nas2120e.shtml>

Summer Jobs, Youth Opportunities Ontario

www.edu.gov.on.ca/eng/document/brochure/summ-govt.html

World Wide Web Home Page, (Infoseek) Check the many links!

Youth Resource Network of Canada

http://www.youth.gc.ca/jobinfo_e.shtml

Accommodations

- Teacher monitors small group process to ensure that the needs of all students are met.
- Students are encouraged to communicate information summaries in a variety of ways.

Activity 2: Off to Work

Time: 120 - 180 minutes

Description

Students research a variety of careers, discuss the impact of employment on themselves and their family, and explore one or more careers in the community.

Strand(s) and Expectations

Strand(s): Personal and Social Responsibilities, Social Challenges

Overall Expectations:

(PRV.04X) - demonstrate practical skills that contribute to the proper functioning of families that are transferable to the workplace and to the community;

(SCV.02X) - describe strategies by which individuals and family members manage resources in a changing environment.

Specific Expectations:

(PR3.05X) - identify part-time work and occupational opportunities that support the needs of families by using resources such as CD-ROMs, the Internet, and supermarket bulletin boards;

(SC3.04X) - describe the behavior expected of students in summer jobs.

Planning Notes

Teachers should:

- organize/schedule a Senior Student Guest Panel approximately two weeks to one month prior to this activity. Investigate the following classes or groups: Peer Helping, Leadership classes, Students Council, etc. Identify strong candidates who would make a brief but valuable presentation (about 5 minutes long) on one of the following topics: First Aid Certification, Leadership Experiences, Baby-sitting Certification, Volunteer Work, and Co-op Education Programs;
- prepare “Career Search” outline, including topics required for research: education required, skills needed, highlights, drawbacks, entry level, part-time, seasonal or volunteer positions, starting salary/benefits, advancement, related careers, and how this career would affect my family life. If this

outline is designed in a bold, heading type format, completed copies may be posted on a classroom bulletin board for student sharing and referral;

- organize/schedule one period in the school career centre or library. Invite a guidance counsellor or Librarian to review methods of researching career information.
- review basic computer skills for accessing career related sites.

Prior Knowledge Required

- Basic computer skills
- Large and small group process skills (Units 1 and 2)
- Internet research skills (Unit 2, Activity 2)
- The self-assessments done in Units 1 and 2 may also be revisited.

Teaching/Learning Strategies

1. Teacher introduces Senior Student Guest Panel (approximately five students). Each guest presents a five-minute summary on one of the following topics: First Aid Certification (courses, costs, information), Leadership Experiences (Students Council and conferences such as The Forum For Young Canadians), Baby-sitting Certification (where offered, costs, requirements), Volunteer Work (where, when, how), and Co-op Education Programs (preparation, interests, placements). Presentations should highlight the importance of the topic and how the experience helps develop job skills.
2. Students orally summarize the panel presentation.
3. Teacher initiates a class discussion on employment opportunities for adolescents and other family members.
 - How do we find information about jobs that we are interested in?
 - What do we learn in school that prepares us for the workplace?
 - How are individual jobs advertised in different communities?
 - How do specific jobs affect family life? (e.g., time management, or spending time together)
 - What is meant by the term “life-long learning?”
 - How can teenagers identify the skills required for employment?
 - How can we identify entry-level positions (e.g., part-time, seasonal, and volunteer positions) for any career?
4. In the career centre or the library, students use texts or the Internet to identify an extensive list of career opportunities. The teacher explains how careers are classified.
5. Each student selects a career that they would like to have more information on.
6. Distribute the “Career Search” outline. Students complete research on their chosen career.
7. Post completed copies of “Career Search” on a classroom bulletin board for student sharing and referral.
8. Teacher initiates a class discussion to identify local sources of current job information for students (e.g., newspapers, neighborhood newsletters, supermarket/convenience store bulletin boards, volunteer fairs, Guidance Office/interschool network, Youth Link (Internet), etc.).
9. Students divide into small groups to discuss:
 - the types of jobs advertised in each of the above locations;
 - whether the jobs are entry level, part-time, seasonal, or volunteer positions;
 - behaviour expectations of student workers.

10. Each small group prepares and presents a two-minute summary to the class, on one of the above sources of job information.
11. Students record, in their journals, an updated review of their employability skills, paying close attention to strengths, weaknesses, and responsible behaviour. They also reflect on how these attributes have changed in the past year or two.

Assessment/Evaluation

- Formative assessment: participation in large and small group process. (Unit 1, Appendix 5A - Teamwork Rubric)
- Formative assessment: student journals are assessed for inclusion of employability skills review.
- Summative evaluation: the “Career Search” is evaluated for completion of the assigned topics using a rubric. (Unit 1, Appendix 1A - Rubric Template)

Resources

Guidance counsellor/department.

School librarian.

Senior students with varied qualifications. It may be possible to find one specific class or group with members having all of the qualifications (e.g., peer helping, leadership, Student Council).

Print

Campbell, Judith. *Life Choices Series: Careers*. Prentice-Hall Ginn Canada, 1996. ISBN 0-13-244211-6

Caughey, V.M. *Decisions For Independent Living*. Glencoe/McGraw-Hill, 1992. ISBN 0-02-663191-1

Clarke, J. et al. *Co-operative Small Group Learning: Together We Learn*. Glencoe Publishers, 1990. ISBN 0-13-924556-1

Human Resources Development Canada, Youth Employment. *Youth Link*. ISBN 0-662-262320-0

Computer

Anaca Technologies Ltd. *Career Cruising*. Toronto, Ontario, 1997.

e-mail: cccruise@indirect.com

The Bridges Initiatives Inc. *Bridges 98. 7b* - 1404 Hunter Court, Kelowna, B.C., V1X 6E6 Phone: 1-800-281-1168

e-mail: info@bridges.com, <http://www.bridges.com>

Internet

Summer Jobs, Youth Opportunities Ontario

www.edu.gov.on.ca/eng/document/brochure/summ-govt.html

World Wide Web Home Page, (Infoseek) check the many links!

Accommodations

- Teacher monitors group process to ensure that needs of all students are met.
- Encourage other students to be supportive and respectful so that the ESL students build enough self-confidence to participate orally.

Activity 3: Looking Good

Time: 180 - 240 minutes

Description

Through discussion and exploration of the skills required to maintain clothing, students begin to recognize that taking proper care of their clothing will save them time and money. Students discuss up-to-date laundry methods, make simple repairs, and compare repair services.

Strand(s) and Expectations

Strand(s): Self and Others, Personal and Social Responsibilities, Social Challenges

Overall Expectations:

- (SOV.03X) - apply practical skills to perform daily-living tasks that meet the needs of self and family;
- (PRV.04X) - demonstrate practical skills that contribute to the proper functioning of families that are transferable to the workplace and to the community;
- (SCV.02X) - describe strategies by which individuals and family members manage resources in a changing environment.

Specific Expectations:

- (SO3.03X) - demonstrate an ability to negotiate and perform tasks related to meeting the needs of individuals and families (e.g., caring for siblings, preparing meals, reading and following instructions, taking proper care of clothing) at home or for another family;
- (PR3.02X) - demonstrate practical skills required for meeting their own and their family's food, clothing, health and security, and housing needs (e.g., accessing OHIP; securing medical attention or emergency services when needed; planning and preparing a meal; mending a garment; cleaning a room);
- (SC4.01X) - describe strategies for making informed and responsible consumer decisions (e.g., comparison shopping, reading labels, checking warranties, handling complaints).

Planning Notes

Teachers should:

- create a rubric to assess the students' clothing care knowledge and skills prior to and after completing the activities;
- prepare summary outline, "It'll Come Out in the Wash". This should include space for information to be added under sorting, care labels, products, methods, etc.;
- make up a variety of stain samples in different classifications;
- collect a variety of stain removal products;
- locate or design/create guideline sketches of sewing on a button, or stitching a hem;
- assemble fabric scraps, buttons, hand sewing needles, thread, scissors for samples, according to class size;
- gather an assortment of adolescent clothing, in a wide variety of colours, and fabrics. Some items should require ironing. Be sure care labels are still intact;
- arrange for irons and ironing boards to be available in class;

- design and create a L.A.B.E.L. game for learning the care labeling system (based on the traditional game of BINGO). A variety of fun markers may be assembled;
- acquire an assortment of laundry and stain removal products. Select biodegradable ones wherever possible;
- confirm that a computer with supervised Internet access is available for classroom use in the library/resource centre or computer lab;
- review the safe handling of laundry products;
- identify and promote environmental considerations such as biodegradable laundry products;
- review the safe use of an iron (if not covered previously).
- provide garments for ironing where students forget or otherwise don't have them available.

Teacher Awareness

- Be aware of your board's policies and WHMIS with regards to product use in the school.
- Identify student sensitivities and allergies and provide rubber gloves where necessary.

Prior Knowledge Required

- Communication and group process skills gained in Unit 1 are essential.
- Internet Research Skills developed in Unit 1.
- Safe use of an iron.
- Students clarify any personal sensitivities or allergies to stain removal products. They also have to take responsibility for protecting themselves in that situation.

Teaching/Learning Strategies

1. Have students complete the self-assessment rubric on Clothing Care to determine what knowledge and skills they currently have. Students keep in notebook, or teacher collects for later post-test.
2. Teacher initiates class discussion to help students determine reasons for taking care of their clothes.
 - How do you feel when you dress up or put on clean clothes?
 - What are common expectations or dress codes for school and work?
 - What needs to be done on a regular basis to keep clothes looking presentable, wearing well, and ready for a variety of activities? (e.g., a part-time or summer job)
 - What are some minor treatments and repairs that we might do ourselves, at home, to make garments last longer, and get the true value out of them.
 - Why is it good to know how to look after our own clothes?
3. Play the L.A.B.E.L. Game. Students may take turns calling and marking to increase memory of symbols.
4. Divide the students into small groups of three to four students. Distribute the "It'll Come Out in the Wash" outline, for students to complete as their groups rotate through the following tasks:
 - Laundry Preparation - Sort a pile of 10 to 15 adolescent clothing items, to get ready to clean. Students should read care labels and sort according to care required, colour, fabric, etc. Add sorted list to summary outline.
 - Cleaning Methods - Students consider garments, fabrics, soil, etc. to determine appropriate cleaning methods (e.g., dry cleaning versus washing; hand versus machine washing; hot, warm or cold water; and agitation cycle, etc.). Students add information to summary outline.

- Selecting Laundry Products - Students read product labels and choose products to suit their laundry needs. Consider detergents, soil and stain removers, fabric softeners, etc. Add product names to list of sorted clothes, on summary outline.
5. Students select a stain sample. Methods of removal are researched using classroom texts and materials, or product sites on the Internet. Students should classify their stain, select an appropriate stain removal product, and then follow the instructions on the label to remove their sample stain. They must handle the products very carefully, according to safe rules of practice. Students must be carefully supervised throughout this activity.
 6. When stains are removed to the best possible state, stain removal information from all groups may be combined on a one-page chart, (using an information spreadsheet format) and then later copied and distributed for each student's personal and family use.
 7. Students are asked to bring in a garment that needs minor repairs (such as buttons and hems) or ironing to their next class.
 8. Review with the class the earlier discussion on the importance of regular clothing care.
 9. Teacher demonstrates to the class how to sew on two types of buttons (holes and shanks), how to repair/stitch a hem, and how to iron a dress shirt. Emphasis is placed on correct procedures and safety. Drawings may be made available for students to use as a model.
 10. Divide students into small groups and rotate through the above three activities, spending about fifteen minutes at each one (sewing on buttons, repairing a hem, and ironing a simple garment). Students observe and comment on finished product at each activity.
 11. Each small group is assigned the task of contacting a local source of clothing repair, to request and record information on basic services provided and the costs (e.g., dry cleaners, tailor, dressmaker, family or neighbourhood talent, etc.). Students complete this task for their next class.
 12. Small groups share and compare information recorded and discuss preferred methods for different family situations. Review initial discussion of why it is so valuable to be able to look after your own clothes.
 13. Re-distribute the original Clothing Care Rubric for students to re-assess their Clothing Care knowledge and skills.
 14. Students record in their journals which clothing maintenance skills they have developed.

Assessment/Evaluation

- Formative Assessment: participation in large and small group process.
- Summary information assessed for completion only.
- Summative evaluation:
 - button and hem samples are evaluated for correct methods used.
 - ironing is for completion only.
 - clothing care rubric is assessed for improvement of clothing care skills and information.
 - stain removal summary spreadsheet and Cost Comparison of Services are evaluated for accuracy and group's information.

Resources

Print

Kelly-Plate, Joan. *Today's Teen*, 5th Edition. Glencoe/McGraw-Hill, 1997.

Weber, Jeanette. *Clothing: Fashion, Fabrics, Construction. Second Edition*. Glencoe/Macmillan Publishing, 1990. ISBN 0-02-640161-4

Internet

Tide

www.tide.com

Video

Clothing Care. Northwest Scientific Supply Ltd., Victoria B.C., #83-0169, 21 minutes.

Clothing Care for Looking Good. Northwest Scientific Supply Ltd., Victoria B.C., #82-3007, 20 minutes.

Accommodations

- Teachers monitor large and small group processes to ensure that the needs of all students are met.
- Teachers may need to assist students with special needs in using stain removal products, threading needles, or identifying special clothing care situations.
- Students/families with special clothing care situations may OR may not wish to relate their special needs to the class.

Activity 4: License to Drive (Sewing Machines and Sergers)

Time: 60 minutes

Description

In this activity, students learn the basic skills required to safely and successfully operate a sewing machine and a serger.

Strand(s) and Expectations

Strand(s): Self and Others, Social Challenges

Overall Expectations:

(SOV.03X) - apply practical skills to perform daily-living tasks that meet the needs of self and family;

(SOV.04X) - demonstrate a growing awareness of the need to be responsible and to contribute to the family;

(SCV.03X) - apply skills for using various technologies for family activities.

Specific Expectations:

(SO3.01X) - apply strategies for building self-confidence (e.g., starting with a short oral report, gradually develop the ability to lead the class in a discussion or chair a meeting);

(SO3.02X) - analyse adolescents' growing independence and responsibility to family members, and their responsibility to contribute to family efforts to meet food, clothing and housing needs;

(SO3.03X) - demonstrate an ability to negotiate and perform tasks related to meeting the needs of individuals and families (e.g., caring for siblings, preparing meals, reading and following instructions, taking proper care of clothing at home or for another family);

(SC2.04X) - use technology available for household purposes for activities that meet the needs of individuals and families (e.g., test a new kitchen appliance, download a recipe from the Internet).

Planning Notes

Teachers should:

- gather fabric, thread, sewing machine needles, safety goggles (if used), and other sewing notions;
- prepare student worksheet illustrating sewing machine and serger parts;
- create a “license”;
- be aware of your board’s specific policies and procedures regarding the safe use of equipment.

Teacher Awareness

- This activity is dependent on having access to sewing machines and sergers. If neither of these are available, you can do move on to Activity 5 and allow additional time for a larger more comprehensive project or you can focus on teaching clothing selection:
 - developing a wardrobe plan;
 - selecting attractive clothing using the elements and principles of design;
 - establishing guidelines for shopping for quality clothing.

Prior Knowledge Required

- Sewing machine/serger safety is an extension to other safety issues in the home (discussed in Unit 3, Activity 1).
- Communication and group work skills gained in Unit 1 are essential.

Teaching/Learning Strategies

1. Using collaborative group skills in small groups, create a concept map of the links between operating a sewing machine or serger and ways of meeting individual family needs.
2. Using a diagram of the sewing machine, label the major working components and identify the safety issues each. Discuss the need to wear safety goggles while sewing. Demonstrate the correct way to thread the machine and change or fill the bobbin. Sew a straight line and a curved line, making the correct hand positions clear.
3. Repeat the process using a serger.

Note: If you have some students who are experienced sewers, these students can present the information and be part of the licensing process. They can do some of the first assessments (i.e., is the machine correctly threaded) for the license.

Assessment/Evaluation

- Summative evaluation: Each student must demonstrate the ability to set up and operate the machines safely. Once they are successful, they receive a license to be a machine operator. (The license will outline the skills required.)

Resources

Print

Kelly-Plate, J. and E. Eubanks. *Today's Teen, 5th ed.* Glencoe/McGraw-Hill, 1997. Chapter 33, Sewing Equipment.

The machine manuals and teaching diagrams are a good resource. If you have students who are experienced sewers, use them as a resource.

Weber, Jeanette. *Clothing - Fashion, Fabrics and Construction.* Glencoe, 1990.

Accommodations

- Allow ESL students from the same background to work together.

Activity 5: Creatively Yours

Time: 330 - 390 minutes

Description

In this activity, students apply techniques to creatively personalize an item of clothing.

Strand(s) and Expectations

Strand(s): Self and Others, Social Challenges

Overall Expectations:

(SOV.03X) - apply practical skills to perform daily-living tasks that meet the needs of self and family;

(SOV.04X) - demonstrate a growing awareness of the need to be responsible and to contribute to the family;

(SCV.03X) - apply skills for using various technologies for various family activities.

Specific Expectations:

(SO3.01X) - apply strategies for building self-confidence (e.g., starting with a short oral report, gradually develop the ability to lead the class in a discussion or chair a meeting);

(SO3.03X) - demonstrate an ability to negotiate and perform tasks related to meeting the needs of individuals and families (e.g., caring for siblings, preparing meals, reading and following instructions, taking proper care of clothing) at home or for another family;

(SC2.04X) - use technology available for household purposes for activities that meet the needs of individuals and families (e.g., test a new kitchen appliance, download a recipe from the Internet).

Planning Notes

Teachers should:

- create a test for WHMIS;
- create a quiz on principles and elements of design.

Teacher Awareness

- The nature of the chosen projects will vary with the equipment available (i.e., sergers, sewing machines), the skill levels of students (skilled sewers or non-sewers), the interests of your students, and the time available. The season of the year may also play a role. Teachers may want to check out current trends at local craft stores.

- The purpose of this exercise is to create an enjoyable experience which helps the student create something uniquely personal. Therefore, give them guidelines for the finished product and some methods of achieving it, but the emphasis is on personal tastes and ideas.
- If you are using flammable or hazardous materials such as paint thinner or alcohol in the surface enrichment lessons, you must teach safety and WHMIS before allowing the students to handle the materials.

Prior Knowledge Required

- Students will have mastered using sewing machines and sergers safely if this is to be part of this activity.
- Communication and group work skills gained in Unit 1 are essential.

Teaching/Learning Strategies

1. If the equipment and the time is available, students can create either boxer shorts, T-shirts or some other simple item of clothing. If not, these items can be purchased. Second-hand clothing can also be used. If sewing is not a component, the lessons revolve around re-using clothing or second-hand shopping to find items that one can remake to be uniquely theirs. If sewing is involved, then the lessons will be on how to do this (layouts, grainlines, etc.).
2. Once an item is obtained or created, surface enrichment is discussed. Information being taught here would relate to the elements and principles of design. Examples of the use of each element and principle in clothing are used. A follow-up quiz can be used to assess learning in this area.
3. Using this knowledge, the students create a proposed design on paper and must get input from the teacher and three other classmates.
4. Once the design has been approved, the students carry out their designs.
5. The surface enrichment used to create the design can take the form of iron on transfers created by students, appliqué, or adding beads or other items, fabric paints, tie dyeing or embroidery. Students may have additional ideas.
6. Each student then presents their ideas and final product to the rest of the class.
7. Their creations can be displayed for the rest of the school if you have an appropriate display area.

Assessment/Evaluation

- Formative assessment: if you have taught WHMIS, students must complete a quiz before actually handling the materials.
- Formative assessment: an applications (identify from a given sample) test can be used for the elements and principles of design.
- Formative assessment: management of resources (time, energy, supplies) may be assessed on an ongoing basis, using a rubric.
- Summative evaluation: The completed projects are used to assess their skills.

Resources

Print

Craft books and magazines for current ideas would be useful. Craft stores often have brochures to go with their materials. Students with prior knowledge of a specific skills (e.g., fabric painting) can also be a valuable resource.

Kelly-Plate, J. and E. Eubanks. *Today's Teen*, 5th ed. Glencoe/McGraw-Hill, 1997. Unit 5: Clothing.
Weber, Jeanette. *Clothing: Fashion, Fabrics, Construction*. Second Edition. Glencoe (Macmillan) Publishing, 1990. ISBN 0-02-640161-4

Accommodations

- The ease or difficulty of the project can be adjusted to meet students aptitudes and abilities.

Activity 6: Advertising

Time: 120 - 180 minutes

Description

Students identify the factors that influence consumer choices. Through examination of advertisements students identify the techniques used to promote products. Students create their own advertisements promoting the sale of an item of clothing.

Strand(s) and Expectations

Strand(s): Social Challenges

Overall Expectations:

(SCV.04X) - demonstrate an understanding of the principles of consumer awareness.

Specific Expectations:

(SC4.03X) - determine whether specific examples of marketing are factual or misleading;

(SC4.04X) - describe the influence of marketing and high-pressure sales pitches on personal purchase choices, and how to recognize and resist this influence;

(SC4.08X) - examine sources of information (e.g., newspapers, magazines, marketing media, the Internet) with the aim of identifying marketing strategies.

Planning Notes

Teachers should:

- create a tally sheet for students to keep track of the purchases made during the week;
- gather magazines, newspapers etc. prior to the activity to allow students to collect samples;
- create a bulletin board display title "Are You A Smart Consumer?" prior to beginning this activity. For more details see strategy 4 under Teaching/ Learning Strategies;
- create a rubric to assess the students' advertisements.

Prior Knowledge Required

- Students use inquiry and research skills developed in Unit 2.
- Clothing care and label requirements gained in Activity 3 of Unit 4.

Teaching/Learning Strategies

1. During the week prior to beginning the activity have student keep a list of all items they purchased. Students should identify whether the item is a planned or impulse purchase and the type of store in which the item was purchased. Students bring the list to class on the designated day and the class creates a bar graph, using a computer graphing program, classifying the types of purchases (impulse or planned) and where the items were purchased.
2. Have the students compare their lists of purchases with a partner. Do they spend their money on similar items? Create a class list.
3. Students brainstorm factors that influence consumer choices (e.g., income, job, values, where they live, advertising).
4. Create a bulletin board display titled "Are You A Smart Consumer?" Display advertisements of products of interest to teens. Some of the advertisements may provide helpful information for consumers. Have students: a) identify the advertisements that are helpful; b) suggest what makes these advertisements helpful; and c) suggest what advertisements are not helpful and why not. Students create a list in their notebooks of the qualities that make an advertisement helpful and the techniques used to promote a product (e.g., celebrity endorsement, testimonials, before and after pictures). Individually students collect a number of advertisements from magazines, newspapers, and the Internet and identify the qualities or techniques used to promote the products.
5. In small groups students choose an item of clothing that they are interested in promoting. They are to create a print, audio, or video advertisement for the product using many of the qualities/techniques discussed in strategy 4. Information on care of the item should be contained within the advertisement. Students present their advertisements to the class.
6. Students discuss situations they have experienced with high-pressure sales pitches. In small groups, they prepare to role play these situations to illustrate how they would respond. Each group performs their role-play situation for the class.

Assessment/Evaluation

- Formative assessment: students peer-assess each others' advertisements.
- Summative evaluation: teacher evaluates the advertisements using a rubric.

Resources

Print

Kelly-Plate, Joan. *Today's Teen*, 5th ed. Glencoe/McGraw-Hill. 1997. Chapter 20.

Glosson, Linda. *Creative Living*. Glencoe/McGraw-Hill. 6th ed. 1997. Chapter 32.

Accommodations

- Rather than allow students to create their own groups, the teacher can create groups taking into account the learning styles and abilities of the students in the class.
- Teacher could create a template for students experiencing difficulties in the creation of the advertisement.
- Students are given the option of creating advertisements in one of the various formats (e.g., print, audio, or video).

Activity 7: Consumer Rights & Responsibilities

Time: 120 - 180 minutes

Description

Students identify the rights and responsibilities of consumers and describe how consumers make complaints.

Strand(s) and Expectations

Strand(s): Social Challenges

Overall Expectations:

By the end of this course, students will:

(SCV.02X) - describe strategies by which individuals and family members manage resources in a changing environment;

(SCV.04X) - demonstrate an understanding of the principles of consumer awareness.

Specific Expectations:

By the end of this course, students will:

(SC2.03X) - describe strategies for acquiring money, including summer employment, and for managing their own money to meet financial and personal goals (e.g., buying a mountain bike, paying for college);

(SC4.06X) - identify consumer agencies that handle complaints about defective goods.

Planning Notes

Teachers should:

- gather items of clothing with intact clothing care labels;
- obtain a number of store return/exchange policies and reproduce these in written format for student use; (Students could be asked to obtain this information prior to the beginning of this activity.)
- prepare a poorly written complaint letter;
- prepare two case studies about adolescents who have purchased items of clothing from a local store and an Internet store. In each case, the adolescent was not pleased with their purchase and have already approached the store about their problem with an unsatisfactory result.

Teacher Awareness

- The teacher may book a guest speaker to talk to the students about consumer issues.

Prior Knowledge Required

- Students use many of the skills gained earlier in the course related to effective conflict management.

Teaching/Learning Strategies

1. Present students with a number of store return/exchange policies. Have students read the policies and put them into their own words. Students identify the length of time items can be returned, identify differences between exchange and return policies, identify the policy for “no bill” returns. Share this information with the class. Discuss with students where and when this information is located. Students note this information in their notebooks.

2. Have students write and present a role play about a consumer returning a faulty product to a store. If students are anxious about participating in a skit, ask for volunteers to be the “actors” and have the rest of the class act as advisors to the “actors”. The skit should show both ineffective and effective methods of handling the return.
3. Review with the class the steps in handling a consumer complaint (e.g., review warranty, contact the store, contact the company via phone or e-mail, write a letter, contact the Better Business Bureau or other agencies, small claims court). Review with the class the steps involved in writing an effective complaint letter. Students are given samples of ineffective complaint letters, identify the errors, and make suggestions for improvement.
4. Review with the class the purpose of clothing care labels and discuss government regulations related to clothing labeling.
5. Give students one of two case studies. The first case study is about an adolescent who has purchased an item of clothing from a small local store while the second case study is about an adolescent who purchased an item of clothing from an Internet store. Each student is not happy with the purchase and the results of his/her complaints so far. Students write their own complaint letter, addressing the issues outlined in the case study and following proper letter formatting.
6. A guest speaker from the local Better Business Bureau or government agency could be invited to talk to the students about the type of work they do, the services they offer, and the difficulties that adolescents often experience dealing with stores. The speaker could also address how times have changed in the past 10-20 years and how families cope with these changes.

Assessment/Evaluation

- Formative assessment: the teacher assesses the complaint letters written by the students.

Resources

Print

Community resources such as the Better Business Bureau, Ministry of Consumer and Commercial Relations, a reporter with a local television station or newspaper.

Glosson, Linda. *Creative Living*, 6th ed. Glencoe/McGraw-Hill, 1997. Chapter 34.

Kelly-Plate, Joan. and E. Eubanks. *Today's Teen*, 5th ed. Glencoe/McGraw-Hill, 1997. Chapter 20.

Accommodations

- Students work in pairs where peer assistance may be needed in writing a complaint letter.

Activity 8: Becoming a Savvy Consumer

Time: 120 -180 minutes

Description

Students develop the skills needed to make an informed consumer decision about the types of clothing needed for summer employment through a simulation activity.

Strand(s) and Expectations

Strand(s): Social Challenges

Overall Expectations:

(SCV.02X) - describe strategies by which individuals and family members manage resources in a changing environment;

(SCV.04X) - demonstrate an understanding of the principles of consumer awareness.

Specific Expectations:

(SC2.01X) - describe the impact of economic, social, technological, environmental, and health factors on lifestyle decisions (e.g., whether to purchase a product, use a service, or participate in an activity);

(SC2.03X) - describe strategies for acquiring money, including summer employment, and for managing their own money to meet financial and personal goals (e.g., buying a mountain bike, paying for college);

(SC3.04X) - describe the behaviour expected of students in summer jobs;

(SC4.01X) - describe strategies for making informed and responsible consumer decisions (e.g., comparison shopping, reading labels, checking warranties, handling complaints);

(SC4.02X) - identify information required on labels (e.g., material, percentage composition of each component, CSA approval, manufacturer's identification number);

(SC4.05X) - demonstrate the ability to conduct a thorough investigation before making a large purchase

(SC4.07X) - demonstrate an understanding of how to make sound purchase decisions in stressful situations;

(SC4.09X) - demonstrate an understanding of financial responsibility (eg., banking, saving for purchases, long-term savings, managing debt).

Planning Notes

Teachers should:

- book access to a computer lab with Internet access. The teacher should also have a good understanding and knowledge of the types of web sites students should be using to access the required information such as Consumer's Reports Online, The Better Business Bureau, The Office for Consumer Affairs;
- prepare case studies for students to use about the different types of summer job opportunities that they may face. Case studies should allow students to make decisions about the types of clothing needed for these jobs;
- obtain a number of print resources to allow for research such as Consumer Reports;
- prior to visiting local stores, contact the stores to let them know that students will be completing a research project;

- prepare a unit test to be administered upon completion of this activity to cover material presented in all previous activities of this unit.

Prior Knowledge Required

Students:

- know how to search and locate the required information on the Internet;
- use personal and group communication skills gained in Unit 1;
- use journal writing skills gained in Unit 1;
- identify the types of clothing needed for various jobs from Activity 1 of this unit.

Teaching/Learning Strategies

1. Divide students into small groups. Each group is given a case study in which they are required to make an informed decision about the types of clothing required for a summer job (e.g., summer camp counsellor, salesperson in a clothing store, office assistant). Students create a one-week wardrobe plan for the student in the case study. Students use the resources provided in the classroom and in the computer lab to research their purchases and identify the factors that they should consider when purchasing the items (e.g., cost, care of product, durability, suitability for job). Groups create and complete a research chart on the computer that allows them to organize their research.
2. Role play stressful situations students may find themselves in when making purchases. Discuss productive ways of dealing with these situations.
3. Students visit local stores to complete the research on their project. While on this visit, students complete the chart that they prepared in strategy 1. This could be done as a field trip or students could complete it on their own time. If facilities are not accessible for students to complete such a trip, catalogues, flyers and the Internet could also be used.
4. When students return from their shopping trip, they are to examine their research and make a final decision about the clothing items which their group will purchase. All of the above information is presented in a storefront format. The project includes summaries of research, pictures, tables and charts, and an explanation of their final decision.
5. Upon completion of this activity, students complete a unit test covering information presented in Activities 1 through 8.

Assessment/Evaluation

- Formative assessment: students assess their communication skills using the journal as a means of self-evaluation and reflection.
- Summative assessment: the teacher evaluates the storefront project using a rubric.
- Summative: journals are checked for completion.
- Summative: Test covering Activities 1 through 8.

Resources

A guest speaker could be invited into the classroom to talk about the importance of appearance (e.g., clothing choice, cleanliness) while at work. Many shopping malls have clothing consultants and fashion advisors who could be approached to be guest speakers.

Internet

Canadian Consumer

<http://www.ceif.mb.ca>

Canadian Standards Association

<http://www.cssinfo.com/info/cas.html>

Consumer's Reports Online

<http://www.ConsumerReports.org/>

Consumer's Union

<http://www.conunion.org>

Ministry of Consumer and Commercial Relations

<http://www.ccr.gov.on.ca/mccr/welcome.html>

The Better Business Bureau

<http://www.bbb.org/>

The Office for Consumer Affairs

http://strategis.ic.gc.ca/sc_cons/consaffairs/engdoc/oca.html

Accommodations

- The teacher could create the research chart to assist students.
- Rather than allow students to create their own groups, the teacher can create groups taking into account the learning styles and needs of the students in the class.

Unit 5: Family Ties to Society

Time: 19 hours

Unit Developer(s)

Carole Booth, Peel District School Board

Jane Witte, Thames Valley District School Board

Development Date: April/May, 1999

Unit Description

Students gain a greater understanding of how their own families function by examining how families function in general and the diversity of families and lifestyles in Canadian society, other cultures and various historical periods. The impact of how changes in society affect individuals and families is analysed. The impact of the institutions of the larger society (government, non-governmental organizations, non-profit, business organizations, and the economy) on the functioning of families is examined within the parameters of the local community.

Strand(s) and Expectations

Strand(s): Personal and Social Responsibilities, Social Challenges, Diversity, Interdependence and Global Connections

Overall Expectations: PRV.04X, SCV.01X, DIV.01X, .02X.

Specific Expectations: PR3.03X, .04X, SC1.01X, .02X, .03X, SC3.01X, .02X, .03X, DI1.01X, .02X, .03X, .04X, DI2.01X, .02X, .03X, .04X.

Activity Titles (Time and Sequence)

Activity 1	Family Forms/Structures	60 minutes
Activity 2	Family Functions	120 minutes
Activity 3	Families and Culture	300 minutes
Activity 4	Families and Change	120 minutes
Activity 5	Support Systems for Families	120 minutes
Activity 6	Families In An Ever Changing Environment	180 minutes
Activity 7	Appreciating Family and Cultural Diversity	240 minutes

Unit Planning Notes

Teachers should:

- preview all videos, computer software and information technology;
- arrange access to the library and computers;
- prepare worksheets and other learning materials as stated in the planning notes for the individual activities.

Teacher Awareness

- Be aware of methods of dealing with sensitive issues in a diverse community.
- Familiarize themselves with basic concepts of family forms, family functions, and family cultures.
- Become aware of school/board policies regarding the use of the Internet.

- Become familiar with resources available to families within the school community.
- Refer to Appendix B - Teaching/Learning Strategies Glossary.

Prior Knowledge Required

- Students apply skills gained in all previous units of this course.
- Based on elementary school experience, all students should have basic writing, reading, numeracy, and computer skills.

Teaching/Learning Strategies

The following strategies are described in greater detail within each activity:

- brainstorm;
- concept maps;
- journals;
- worksheet completion;
- creation of checklists;
- development of rubrics for assessment;
- development of surveys;
- group work;
- analysis of survey results;
- creation of a display board;
- social science research, projects/presentations.

Assessment/Evaluation

Tool	Purpose	Evaluator	Activity
Group Work Rubric	formative/summative	teacher/student	All group work
Participation Rubric	formative	teacher/student	All individual activities
Journal	formative	teacher/student	Activity 1, 2, 5
Written "Summary" Rubric	diagnostic/formative	teacher	Activity 1, 2, 5
Survey Rubric	formative	teacher/student	Activity 2
Display Board Rubric	formative	teacher/student	Activity 3
Checklist Rubric	formative	teacher/student	Activity 6
Service Evaluation Rubric	summative	teacher/student	Activity 6
Presentation Rubric	formative	teacher/student	Activity 7
Unit Test	summative	teacher	The whole unit

Diagnostic: assessing what has been learned

Formative: assessing how well the student is presently learning so that appropriate changes can be made

Summative: assessing how well the student has learned the material for the purpose of accountability

Resources

Print

Canadian Living, Telemedia Communications Inc., 25 Sheppard Ave., West, Suite 100, North York, ON M2N 6S7.

Chatelaine Magazine, 777 Bay St., Toronto, ON M5W 1A7.

Consumer Reports Magazine, P.O. Box 53029, Boulder, CO, USA 80322-3029.

Family Studies (Group of Assessments). Peel District School Board, 1998.

From Both Sides - Module 1 - Use of Pesticides. Ontario Agri-Food Education, Grades 7-12, 8560 Tremaine Road, P.O. Box 460, Milton ON L9T 4Z1, 1997.

Interactions: The Ontario Journal of Environmental Education.

Contact: Ed. Thompson, 700 Frederick St., Kitchener, ON. N2B 2B2. 519-744-7918.

Jax, J. and P. Thompson. *Exploring Life Skills*. EMC Paradigm Publishing, 1998, text and workbook, chapter 10.

Kelly-Plate, J. and E. Eubanks. *Today's Teen*, 5th edition. Glencoe/McGraw-Hill, 1997.

Perry, C. *Let's Celebrate! Canada's Special Days*. Kids Can Press Ltd., 1987. ISBN 0-921103-38-7

Psychology Today: Making Over Moms and Dads. May/June 1999.

Thompson, P.J., and A. Jax. *Exploring Life Skills*. EMC Paradigm Publishing, 1998.

Voices: Growing Up a Girl. World Vision, Order 1-800-268-1650 .

Video

Cultures: Similarities and Differences. McIntyre Media Ltd., Product #850183-61A9.

Divorce and the Family. McIntyre Media Ltd., Product #200054-61G9.

Evening the Odds. World Vision, Order 1-800-268-1650.

Girls! Stories Worth Telling. World Vision, Order 1-800-268-1650.

How Beliefs and Values Define A Culture. McIntyre Media Ltd., Product #8505256-61A9.

How Social Organizations Define a Culture. McIntyre Media Ltd., Product #850245-61A9.

I'm Normal, You're Weird: Understanding Other Cultures. McIntyre Media Ltd., Product #200092.61A9.

Invasion of the Step People. McIntyre Media Ltd., Product #700308-61G9.

Styles of Parenting. McIntyre Media Ltd., Product #200053-61G9.

Surviving Your Parents Divorce: It's Never Easy. McIntyre Media Ltd., Product #010066-61G9.

The Children of Divorce. McIntyre Media Ltd., Product #320003-61G9.

Working Parents: Balancing Kids and Careers. McIntyre Media Ltd., Product #200027-61G9.

Your Place In The Family. McIntyre Media Ltd., Product #200010-61G9.

Internet and Software

Aboriginal Net

Assembly of First Nations

Canadian Living On-line

<http://www.canadianliving.com>

Chatelaine Connects

<http://www.chatelaine.com>

Children and Family Canada

<http://www.cfc.efc.ca>

Developing Survey Questions

<http://www.tgsa.com/cybrary/1wedekin.html>

First Nations: Canadian Native and Inuit Resources

Mothers Are Women

www.cyberus.ca/~maw/index.num

Ontario Aboriginal Directory

www.first_nations.com

Ontario Women's Directorate

<http://www.gov.on.ca/owd>

Research Resources for the Social Sciences

<http://www.socsciresearch.com>

Research Skills and Strategies

<http://www.2learn.ca/research/rss.html>

Schoolnet's First People's Home Page

Statistics Canada

<http://www.statcan.ca>

Unicef Canada

Village of First Nations

Zap-A-Graph, for Macintosh and Windows, 1997, Product #0089MAC1.1 or 0208WIN1.1, licensed by the Ministry of Education and Training for use in schools.

Activity 1: Family Forms/Structures

Time: 60 minutes

Description

Students gain an understanding of the various terms and definitions relating to family forms/structures, relationships, and lifestyles. Class discussion and other activities are used to facilitate this expectation.

Strand(s) and Expectations

Strands: Diversity, Interdependence and Global Connections

Overall Expectations:

(DIV.02X) - describe diverse family relationships and child rearing patterns, family lifestyles in various historical periods and cultures.

Specific Expectations:

(DI2.01X) - define terms and describe diverse family forms and relationships (e.g., nuclear, blended, single-parent families; foster-care, adoption; sibling relationships).

Planning Notes

Teachers should:

- prepare an outline on family relationships, child rearing patterns, and family lifestyles in various historical periods;
- prepare a list of current terms and definitions relating to family forms/structures, relationships, and lifestyles;
- be aware of and sensitive to the variety of family forms/structures that exist within the classroom.

Prior Knowledge Required

- Communications and group work skills gained in Unit 1 are essential.

Teaching/Learning Strategies

1. The teacher presents a lesson on the history of families according to the outline made in the planning notes.
2. Students make a list of the various forms/structures of families presented.
3. In small groups, students brainstorm the various forms/structures of families that exist in today's society. Each group records their information.
4. Together with the teacher, students make a master list of family forms/structures derived from their group discussions.
5. The teacher presents and explains, as students record in their notebooks, a list of definitions of the diverse family forms/structures that exist in today's society.
6. Students write one or two paragraph(s) describing the form/structure of their "Present Family" and/or "Future Family" in their journals.

Assessment/Evaluation

- Formative assessment: family assignment in journals is checked for completeness.
- Formative assessment: journals are checked for completion.

Resources

Print

Kelly-Plate, J. and E. Eubanks. *Today's Teen*, 5th Edition. Glencoe/McGraw-Hill, 1997. Chapters 12, 13.

Video

Your Place In the Family. McIntyre Media Ltd., Product # 200010-61G9.

Invasion of the Step People. McIntyre Media Ltd., Product # 700308-61G9.

Internet

Aboriginal Net

Assembly of First Nations

Children and Family Canada

<http://www.cfc-efc.ca>

Canadian Living Online

<http://www.canadianliving.com>

Chatelaine Connects

<http://www.chatelaine.com>

First Nations: Canadian Native and Inuit Resources

Mothers Are Women

www.cyberus.ca/~maw/index.num

Ontario Aboriginal Directory

www.first_nations.com

Ontario Women's Directorate

<http://www.gov.on.ca/owd>

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Accommodations

- The teacher modifies group structure to ensure that the needs of all students are met.
- The teacher prepares an outline to assist students with note taking.
- The teacher may wish to substitute a collage or drawing for the Family assignment.
- For student enrichment, students may prepare a collage to represent the various family forms/structures discussed.

Activity 2: Family Functions

Time: 120 minutes

Description

The functions of families are discussed and reviewed. Students gain an understanding of how these functions contribute to successful families.

Strand(s) and Expectations

Strand(s): Diversity, Interdependence and Global Connections

Overall Expectations:

(DIV.01X) - summarize the functions of families in society.

Specific Expectations:

(DI1.01X) - identify the universal basic functions of families (e.g., protection of children, socialization of children, division of labor) and their effects (e.g., developing loyalty, commitment, discipline, creating a sense of belonging);

(DI1.02X) - analyse various ways in which families perform their basic functions, based on surveys of their own families.

Planning Notes

Teachers should:

- provide chart paper and markers;
- refer to questionnaire/survey design in Unit 2, Activity 2, to assist in Teaching/Learning strategy 5;
- invite guest speakers, representing various cultures and generations, to speak to the class if desired; the class can ask the guests questions from their surveys;
- make a master list of family functions in the four categories listed in Teaching/Learning strategy 2;
- use the template in Unit 1 (Appendix 1A - Rubric Template), develop rubrics to assess student designed surveys and summary paragraphs.

Teacher Awareness

- Be aware of and sensitive to the variety of ways in which families function.
- May need to discuss the surveys with the Principal prior to this activity.

Prior Knowledge Required

- Students use the personal and group communication skills gained in Unit 1.
- Students use the research skills gained in Unit 2, Activity 2.

Teaching/Learning Strategies

1. In small groups, students develop a concept map of the various functions/jobs family members perform on a regular basis.
2. The teacher leads a discussion regarding the different categories of family functions/jobs. The four categories are: providing physical needs, providing emotional needs, providing sociological needs, and providing intellectual needs.
3. Students refer to their concept maps, and with different coloured markers draw a box around each of the different categories discussed.

4. Together with the teacher, students make a master list of family functions in the four categories.
5. In their small groups, students develop a survey of how families perform their basic functions (e.g., division of labour, child care responsibilities, economic contributions, discipline, education, family customs and traditions). The teacher approves all surveys.
6. Guests of a range of age groups are invited to the class so that students may ask them their questions in order to look at the similarities and differences of changing family functions.
7. In small groups, students record the results of their surveys.
8. As a class, the results of all surveys are discussed and analysed using technology available (see Unit 2, Activity 2).
9. Individually, students prepare a one-page summary of changing functions of the family.
10. As a class, develop a definition of 'family' which is broad and inclusive. Students record this definition in their journal and reflect on what 'family' means to them.

Assessment/Evaluation

- Formative assessment:
 - using student-developed rubrics (see Unit 1, Appendix 1A - Rubric Template), assess group work;
 - peer- and self-assessment;
 - assess administration of the survey for completion;
 - assess one-page summaries;
 - check journals for completion.

Resources

Print

Kelly-Plate, J. and E. Eubanks. *Today's Teen, 5th Edition*. Glencoe/McGraw-Hill, 1997. Chapter 17. "Interactions: The Journal of Environmental Education." Contact: Ed Thompson, 700 Frederick St., Kitchener, On. N2B 2B2. 519-744-7918.

Internet

Aboriginal Net

Assembly of First Nations

First Nations: Canadian Native and Inuit Resources

Developing Survey Questions

<http://www.tqsa.com/cybrary.1wedkin.html>

Mothers Are Women

www.cyberus.ca/~maw/index.num

Ontario Aboriginal Directory

www.first_nations.com

Ontario Women's Directorate

<http://www.gov.on.ca/owd>

Schoolnet's First People's Home Page

Statistics Canada

www.statcan.ca

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Accommodations

- Teacher modifies group structure to ensure that the needs of all students are met.
- For student enrichment, students can graph the information gathered in their surveys using the technology available.

Activity 3: Families and Culture

Time: 300 minutes

Description

Through the use of social science research skills, students come to understand and appreciate the uniqueness of their own families and those of other cultures.

Strand(s) and Expectations

Strand(s): Diversity, Interdependence and Global Connections; Social Challenges

Overall Expectations:

(DIV.01X) - summarize the functions of families in society;

(DIV.02X) - describe diverse family relationships and child-rearing patterns, and family lifestyles in various historical periods and cultures;

(SCV.01X) - analyse how a changing society affects individuals and families.

Specific Expectations:

(DI1.03X) - analyse the impact of gender roles within families;

(DI1.04X) - compare various personal, societal and cultural beliefs about individuals and the functions of families;

(DI2.02X) - compare family forms, relationship patterns, and division of labour in several cultures and historical periods, using information sources (e.g., newspaper articles, web pages databases, CD-ROMs, the Internet);

(DI2.03X) - describe variations in the roles of adolescents and in expectations of females and of males among families within Canada and in other countries;

(DI2.04X) - describe the impact of diversity in families on specific aspects of family lifestyle (e.g., food habits, assignment of chores, curfew);

(SC1.01X) - compare individual and family lifestyles now and in the past, considering the effect of social, cultural, economic and technological and environmental change.

Planning Notes

Teachers should:

- locate resources in the school/library that support this activity;
- prepare the research project package to be distributed to the students at the beginning of this activity. See Teaching/Learning strategies 2, 3, and 4 for basic outline;
- prepare a sample display board (optional);
- refer to Activity 7 of this unit as part of the planning process for this activity, as it is designed to present the information gained in this activity;
- divide 300 minutes to complete this activity between library work and classroom work. This division of time should be clearly outlined in the package.

Teacher Awareness

- Refer to Unit 2, Activity 2, for research skills.

Prior Knowledge Required

- Students use the research skills gained in Unit 2.
- Students use their understanding of the changing family over three generations to appreciate historical change gained in Unit 5, Activity 2.
- Students use the personal and group communication skills gained in Unit 1.

Teaching/Learning Strategies

1. In small groups, students complete a mini research project studying a family from a particular culture.
2. Subtopics of this project must include: gender roles, family functions, child-rearing patterns, family relationships, family lifestyles, family forms, division of labour, and roles of adolescents/children.
3. The project must include a historical, as well as, a current perspective of the culture. Students show how change has occurred within the family, and the impact of change on the family due to social, cultural, economic, technological and environmental changes in our society.
4. Students prepare a display board (see glossary) to present their culture to the class.
5. As a class, develop a rubric to assess the display board. (Use Unit 1, Appendix 1A - Rubric Template.)

Assessment/Evaluation

- Formative assessment:
 - using student-developed rubric, evaluate group effectiveness. (Use Unit 1, Appendix 1A - Rubric Template.)
 - teacher assesses display boards using student-developed rubric (see strategy 5).

Resources

Print

“From Both Sides Module 1, Use of Pesticides”. Ontario Agri-Food Education, Grade 7-12, 1997.

Perry, C. *Let's Celebrate! Canada's Special Days*. Kids Can Press, 1987. ISBN 0-921103-38-7

Reviving Ophelia: Saving the Selves of Adolescent Girls. ISBN 0-345-39282-5

Voices: Growing up a Girl. World Vision, order 1-800-268-1650.

Video

Cultures: Similarities and Differences. McIntyre Media Ltd., Product # 850183-6109.

Evening the Odds. World Vision, order 1-800-268-1650.

Girls! Stories Worth Telling. World Vision, order 1-800-268-1650.

How Beliefs and Values Define A Culture. McIntyre Media Ltd., Product # 8505246-61A9.

I'm Normal, You're Weird: Understanding Other Cultures. McIntyre Media Ltd., product # 200093-61A9.

Styles of Parenting. McIntyre Media Ltd., Product # 200053-61G9.

Internet

Aboriginal Net

Assembly of First Nations

Canadian Living Online

<http://www.canadianliving.com>

Chatelaine Connects

<http://www.chatelaine.com>

Children and Family Canada

<http://www.cfc-efc.ca>

Developing Survey Questions

<http://www.tgsa.com/cybrary.1wedkin.html>

First Nations: Canadian Native and Inuit Resources

Mothers Are Women

www.cyberus.ca/~maw/index.num

Ontario Aboriginal Directory

www.first_nations.com

Ontario Women's Directorate

<http://www.gov.on.ca/owd>

Research Resources for the Social Sciences

<http://www.socsciresearch.com>

Research Skills and Strategies

<http://www.2learn.ca/research/rss.html>

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Statistics Canada

www.statcan.ca

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Accommodations

- Teacher may alter group structure to ensure that the needs of all students are met.
- Teacher may prepare an outline to assist the students with taking notes from research, see Unit 2, Activity 2, Teaching/Learning strategy 4.
- For student enrichment, form Internet Key Pals with students from other countries. Students ask questions to understand families and culture from a teen's perspective.

Activity 4: Families and Change

Time: 120 minutes

Description

Through class discussion, students gain an insight and an understanding of change and its effect on individuals and families. Students become aware of the impact of government and government policies on individuals and families as they undergo change.

Strand(s) and Expectations

Strand(s): Social Challenges

Overall Expectations:

(SCV.01X) - analyse how a changing society affects individuals and families.

Specific Expectations:

(SC1.02X) - analyse the impact of a variety of changes on individuals and on peer and family relationships and life style (e.g., divorce and child-custody arrangements; new technologies);

(SC3.02X) - demonstrate an understanding of the natural tension that exists between family and government as a result of government policy (e.g., the difficulty that adopted children face in locating birth parents; censorship).

Planning Notes

Teachers should:

- collect a series of articles (newspaper/magazine) to illustrate the impact of government and government policies on families as they undergo change (e.g., child labour laws, custody laws, Young Offenders Act, Child Protection Act, Divorce Act, tax laws);
- organize students into home groupings according to the jig saw strategy.

Teacher Awareness

- Be aware of methods of dealing with sensitive issues.
- Preview video(s) and prepare worksheets to accompany them.
- Become familiar with family changes and their impact, as well as, how government and government policy effects these changes.
- Be aware of and sensitive to his/her own biases towards government and government policy and present information in an unbiased manner.

Prior Knowledge Required

- Students use skills in personal communication gained in Unit 1.
- Students use family terminology gained in Unit 5, Activities 1 and 2.

Teaching/Learning Strategies

1. The teacher leads a class discussion regarding the ways families change and the factors that lead to change (e.g., death, serious illness, child leaving for further education, children beginning school, children marrying, birth of a child, birth of a grandchild, loss of employment, parents return to work divorce/separation, custody arrangements, government instability, war, economic crises, famine/hunger, natural and land disasters, immigration claims).
2. Students make notes on the changes and their impact on families.
3. The teacher may show a video(s) relating to the changes.
4. In their home groups, students agree on which expert group they will attend.
5. In their expert groups, students are given a series of articles illustrating one particular impact of government and government policies on families as they undergo change. Students read these and take notes to assist them in explaining their issue to their home group.
6. In their home groups, experts explain their information, and the rest of the group takes notes.
7. Students make an entry in their journal about their own families and change, and how government and government policies have affected them.

Assessment/Evaluation

- Formative assessment: check journals for completeness.

Resources

Print

“Interactions: The Ontario Journal of Environmental Education.” Contact: Ed Thompson, 700 Frederick St., Kitchener, On. N2B 2B2. 519-744-7918.

Jax, J. and P. Thompson. *Exploring Life Skills*. EMC Paradigm Publishing, 1998. Text and workbook, chapter 10.

Kelly-Plate, J. and E. Eubanks. *Today's Teen*, 5th Edition. Glencoe/McGraw-Hill, 1997. Chapters 12 and 14.

Video

Divorce and the Family. McIntyre Media Ltd., product # 200054-61G9.

Surviving your Parents Divorce: It's Never Easy. McIntyre Media Ltd., product #010066-61G9.

The Children of Divorce. McIntyre Media Ltd., Product # 320003-61G9.

Working Parents: Balancing Kids and Careers. McIntyre Media Ltd., product #200027-61G9.

Internet

Aboriginal Net

Assembly of First Nations

Canadian Living Online

<http://www.canadianliving.com>

Chatelaine Connects

<http://www.chatelaine.com>

First Nations: Canadian Native and Inuit Resources

Mothers Are Women

www.cyberus.ca/~maw/index.num

Ontario Aboriginal Directory

www.first_nations.com

Ontario Women's Directorate

<http://www.gov.on.ca/owd>

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www.statcan.ca

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Accommodations

- Teacher makes an outline to assist in note taking.
- Teacher may modify group structure to ensure that the needs of all students are met.

Activity 5: Support Systems For Families

Time: 120 minutes

Description

Students investigate services offered to families within their community. They come to appreciate diversity of services available to support families in their community.

Strand(s) and Expectations

Strands: Personal and Social Responsibilities, Social Challenges

Overall Expectations:

(PRV.04X) - demonstrate practical skills that contribute to the proper functioning of families and that are transferable to the workplace and to the community;

(SCV.01X) - analyse how a changing society affects individuals.

Specific Expectations:

(PR3.03X) - prepare a plan to participate in activities in the community that support the functions of individuals and families (e.g., volunteer at a food bank; serve as an assistant Scout leader);

(PR3.04X) - identify community resources such as libraries and pharmacies, that offer free services;

(SC3.01X) - explain how government, non-profit, and business organizations assist families in performing their functions (e.g., how secondary schools, the YMCA, and a local organization assist families);

(SC3.03X) - describe the role of employment and income in enabling families to perform their functions.

Planning Notes

Teachers should:

- preview all video(s);
- take a preliminary look at services available to families in their community;
- gather telephone books and pamphlets for use in this activity;
- prepare students for proper telephone etiquette;
- develop an assessment tool for the two-page summary;
- inquire as to which community services can accept student's telephone calls.

Prior Knowledge Required

- Students use personal and group communications skills gained in Unit 1.
- Students need to refer to the list of family changes made in Unit 5, Activity 4.

Teaching/Learning Strategies

1. Show video *How Social Organizations Define Culture*. (If this video is not available, go directly to strategy 2.)
2. In small groups, students develop concept maps using the telephone books and pamphlets gathered by the teacher, to show community resources and services offered to families in their community.
3. Teacher leads a discussion about 'for-profit' and 'non-profit' organizations. Students come to understand the differences and similarities in the ways in which these organizations support families. Students also gain an understanding of the importance of volunteers to the successful functioning of the organizations that support families.
4. The teacher leads a class discussion on how differing families' employment and income allows them different access to various community resources (e.g., the higher the family income, the greater the family's ability to afford more activities and families with a stay at home parent have more flexibility do not need as much child care, can be more involved in children's school and other volunteer activities)
5. Teacher leads a discussion of the types of questions one would ask a community resource. The class takes note of the questions. Teacher also discusses proper telephone etiquette with the class. Students take note of this as well. Teacher may wish to have the students practise telephone etiquette in pairs.
6. Students look up community resources in the local phone book, noting the phone number. Student(s) call one community resource and ask the questions developed in strategy 6. Students present their findings to the class.
7. As a class, students can develop a list of ways in which they could volunteer in their community.
8. Students write a two-page summary of the various types of resources offered in their community and explain how volunteerism supports individuals, families and the community as a whole.
9. Students make an entry in their journal about ways they could volunteer.

Assessment/Evaluation

- Formative assessment:
 - assess the two-page summary.
 - check journals for completion.

Resources

Print

Kelly-Plate, J. and E. Eubanks. *Today's Teen*, 5th edition. Glencoe/McGraw-Hill, 1997. Chapter 14.

“Interactions: The Ontario Journal of Environmental Education.” Contact: Ed Thompson, 700 Frederick St., Kitchener, On. N2N 2B2. 519-744-7918.

Video

How Social Organizations Define a Culture. McIntyre Media Ltd., product #850245-61A9.

Internet

Aboriginal Net

Assembly of First Nations

First Nations: Canadian Native and Inuit Resources

Mothers Are Women

www.cyberus.ca/~maw/index.num

Ontario Aboriginal Directory

www.first_nations.com

Schoolnet's First People's Home Page

Village of First Nations

Accommodations

- The teacher prepares an outline to assist in note taking.
- The teacher may wish to pair or group students to ensure that the needs of all students are met.
- For student enrichment, students may create a flyer or brochure outlining services for families in their community.

Activity 6: Families In An Ever Changing Environment

Time: 180 minutes

Description

Students discuss new services offered to families and develop criteria with which to evaluate them in our ever changing environment.

Strand(s) and Expectations

Strand(s): Social Challenges

Overall Expectations:

(SCV.01X) - analyse how a changing society affects individuals and families.

Specific Expectations:

(SCI.03X) - evaluate a new product, service or technology for its ability to meet their own needs or the needs of their families (e.g., develop criteria for choosing a long distance service).

Planning Notes

Teachers should:

- collect magazines, flyers, etc. to show new products available to families;
- prepare a unit test to be administered at the end of this activity to cover material presented in Activities 1 through 6.

Prior Knowledge Required

- Students use personal and group communications skills gained in Unit 1.
- Students study material from all previous activities in this Unit.

Teaching/Learning Strategies

1. In small groups, students brainstorm and develop a list of new services that impact on the lives of families in our society.
2. As a class, develop a master list.
3. In small groups, students develop a set of criteria to be used when evaluating the impact on families of new services. Students present their criteria to the class using the overhead.
4. As a class, create a checklist to be used when evaluating a new service. Students copy down the class-developed checklist.
5. Students select a new service to evaluate using the class-developed checklist. Students present their findings to the class.
6. Students make an entry in their journals about how new services have affected their family.

Assessment/Evaluation

- Formative assessment: check journals for completion.
- Summative evaluation:
 - evaluate students only on the completion of their evaluation of the new service they chose;
 - evaluate unit test.

Resources

Print

Consumer Reports magazine.

Current Canadian magazines.

“Interactions: The Ontario Journal of Environmental Education.” Contact: Ed Thompson, 700 Frederick St., Kitchener, ON N2B 2B2. 519-744-7918.

Accommodations

- Group structure may be modified to accommodate student needs.
- Students may work in pairs when evaluating products.
- For student enrichment, students may develop a new product, service, or technology, using the criteria designed by the class.
- For student enrichment, students may develop an ad for the service outlining how it assists families.

Activity 7: Appreciating Family and Cultural Diversity

Time: 240 minutes

Description

Students present their information on family and cultural diversity within our society using the display boards they prepared in Activity 3.

Strand(s) and Expectations

Strand(s): Diversity, Interdependence and Global Connections, Social Challenges

Overall Expectations:

(DIV.02X) - describe diverse family relationships and child-rearing patterns, and family lifestyles in various historical periods and cultures;

(SCV.01X) - analyse how a changing society affects individuals and families.

Specific Expectations:

(DI1.04X) - compare various personal, societal and cultural beliefs about individuals and the functions of families;

(SC1.01X) - compare individual and family lifestyles now and in the past, considering the effect of social, cultural, economic and technological and environmental changes.

Planning Notes

Teachers should:

- set up as presentations of the cultures the students studied in Activity 3;
- provide recipe books on the various cultures studied.

Prior Knowledge Required

- Students use the knowledge gained in Activity 3.
- Students use knowledge gained in Units 1 and 2.
- Students use safety and food handling knowledge gained in Unit 3.

Teaching/Learning Strategies

1. Together with the teacher, students develop a rubric to assess the presentations.
2. The teacher may allow students time to find a recipe representing the culture they are presenting which they may serve during the presentation.
3. In their small groups from Activity 3, students present their culture to the class.
4. In their journals, students reflect on what “Appreciating Family and Cultural Diversity” means to them.

Assessment/Evaluation

- Formative assessment peer and teacher:
 - assess presentations and teacher using the class-generated rubric;
 - check journals for completion but not assessed.

Resources

Print

Cookbooks available in your school

Accommodations

- Alter group structure to ensure that the needs of all students are met.
- Prepare an outline to assist the students with taking notes from research (see Unit 2, Activity 2, Teaching/Learning strategy 4).
- For student enrichment, students may invite a guest (e.g., parent, student, staff member, member of the community) to the presentations.
- For student enrichment, depending on your community, students may wish to invite a guest representing their culture to join them in the presentation.
- For student enrichment, each small group may prepare two or three recipes representing their culture for a cultural buffet.

Coded Expectations: Individual and Family Living, Open Grade 9 or 10

Key to Codes		
SO	=	Self and Others strand
PR	=	Personal and Social Responsibilities strand
SC	=	Social Challenges strand
DI	=	Diversity, Interdependence and Global Connections strand
SS	=	Social Science Skills strand
PR	=	Personal and Social Responsibilities strand

Self and Others

Overall Expectations

SOV.01X

- describe the characteristics of human growth and development in adolescence and explain their influence on the behaviour and needs of young people;

SOV.02X

- analyse strategies to develop and maintain effective relationships;

SOV.03X

- apply practical skills to perform daily-living tasks that meet the needs of self and family;

SOV.04X

- demonstrate a growing awareness of the need to be responsible and to contribute to the family.

Specific Expectations

Individual Development

SO1.01X

- outline key aspects of physical, intellectual, social, emotional, and moral development in adolescence (e.g., intellectually, adolescents are developing the ability for abstract reasoning);

SO1.02X

- summarize the connection between developmental stages and individual behaviour (e.g., socially - the development of identity in adolescence may result in the need to belong to a group);

SO1.03X

- explain how the needs of individuals relate to their stage of development (e.g., owing to their rapid physical development, adolescents have great nutritional and sleep needs than do adults);

SO2.01X

- explain the nature and role of relationships and the importance of reciprocity in meeting the social and emotional needs of individuals, families, and groups;

SO2.02X

- distinguish between effective relationships and ones that are emotionally, psychologically, or physically abusive and identify resources and strategies for dealing with abusive relationships;

SO2.03X

- identify, on the basis of existing psychological and sociological research, the factors that contribute to people's need to participate in and belong to groups (e.g., affection, dependability, loyalty, responsibility).

Daily Living

SO3.01X

- apply strategies for building self-confidence (e.g., starting with a short oral report, gradually develop the ability to lead the class in a discussion or chair a meeting);

SO3.02X

- apply and analyse adolescents' growing independence and responsibility to family members, and their responsibility to family members, and their responsibility to contribute to family efforts to meet food, clothing and housing needs;

SO3.03X

- demonstrate an ability to negotiate and perform tasks related to meeting the needs of individuals and families (e.g., caring for siblings, preparing meals, reading and following pharmaceutical instructions, taking proper care of clothing) at home or for another family;

SO3.04X

- evaluate household safety in terms of fire and other hazards, and outline the importance of smoke detectors, carbon monoxide detectors, fire extinguishers, and the safe use of equipment (e.g., barbecues, stoves, irons).

Personal and Social Responsibilities

Overall Expectations

PRV.01X

- demonstrate an understanding of their growing rights and responsibilities in relation to their family, as well as their emerging independence from their family;

PRV.02X

- demonstrate communication and conflict-resolution skills in the context of family and social relationships;

PRV.03X

- understand and apply a variety of problem-solving and decision-making skills, grounded in psychological and sociological studies, to family and social problems;

PRV.04X

- demonstrate practical skills that contribute to the proper functioning of families that are transferable to the workplace and to the community.

Specific Expectations

Communication and Conflict Resolution

PR1.01X

- draw on research in psychology and sociology to describe strategies for becoming responsible members of their family and of society (e.g., deferring gratification, losing with good grace);

PR1.02X

- demonstrate appropriate speaking and listening skills for a variety of situations (e.g., active listening, classroom discussion, job interview);

PR1.03X

- demonstrate negotiation skills needed for home, school, peer, and work relationships;

PR1.04X

- demonstrate several appropriate strategies, grounded in research, for resolving conflict in a variety of relationships (e.g., disagreement over curfew, accusation of cheating, dispute over boyfriend or girlfriend);

PR1.05X

- demonstrate appropriate responses to harassing or abusive behaviour.

Decision Making and Problem Solving**PR2.01X**

- apply appropriate decision-making models, grounded in research, to choices related to individual and family well-being and quality of life (e.g., use of time, household or clothing purchases, course selection) and suggest strategies for making difficult choices (e.g., contacting the Children's Aid Society in cases of suspected abuse);

PR2.02X

- demonstrate individual and collaborative problem-solving skills for home, school, and peer situations (e.g., organizing a group project, passing a difficult subject, responding to peer pressure).

Practical Skills**PR3.01X**

- identify skills that are required to meet the needs of individuals and families, within the family and the community (e.g., meal preparation at home; working from home; organizing a food co-op);

PR3.02X

- demonstrate practical skills required for meeting their own and their family's food, clothing, health and security, and housing needs (e.g., accessing OHIP; securing medical attention or emergency services when needed; planning and preparing a meal; mending a garment; cleaning a room);

PR3.03X

- prepare a plan to participate in activities in the community that support the functions of individuals and families (e.g., volunteer at a food bank; serve as an assistant Scout leader);

PR3.04X

- identify community resources, such as libraries and pharmacies, that offer free services;

PR3.05X

- identify part-time work and occupational opportunities that support the needs of families, by using resources such as CD-ROMs, the Internet, and supermarket bulletin boards.

Social Challenges**Overall Expectations****SCV.01X**

- analyse how a changing society affects individuals and families;

SCV.02X

- describe strategies by which individuals and family members manage resources in a changing environment;

SCV.03X

- apply skills for using various technologies for family activities;

SCV.04X

- demonstrate an understanding of the principles of consumer awareness.

Specific Expectations

Change

SC1.01X

- compare individual and family lifestyles now and in the past, considering the effect of social, cultural, economic, technological, and environmental change;

SC1.02X

- analyse the impact of a variety of changes on individuals and on peer and family relationships and lifestyle (e.g., divorce and child-custody arrangements; new technologies);

SC1.03X

- evaluate a new product, service, or technology for its ability to meet their own needs or the needs of their families (e.g., develop criteria for choosing a long-distance service).

Resource Management

SC2.01X

- describe the impact of economic, social, technological, environmental, and health factors on lifestyle decisions (e.g., whether to purchase a product, use a service, or participate in an activity);

SC2.02X

- apply strategies for managing time to achieve individual, family, and group goals;

SC2.03X

- describe strategies for acquiring money, including summer employment, and for managing their own money to meet financial and personal goals (e.g., buying a mountain bike, paying for college);

SC2.04X

- use technology available for household purposes for activities that meet the needs of individuals and families (e.g., test a new kitchen appliance, download a recipe from the Internet).

Family and Society

SC3.01X

- explain how government, non-profit, and business organizations assist families in performing their functions (e.g., how secondary schools, the YMCA, and a local organization assist families);

SC3.02X

- demonstrate an understanding of the natural tension that exists between family and government as a result of government policy (e.g., the difficulty that adopted children face in locating birth parents, censorship);

SC3.03X

- describe the role of employment and income in enabling families to perform their functions;

SC3.04X

- describe the behaviour expected of students in summer jobs.

Consumer Awareness

SC4.01X

- describe strategies for making informed and responsible consumer decisions (e.g., comparison shopping, reading labels, checking warranties, handling complaints);

SC4.02X

- identify information required on labels (e.g., material, percentage composition of each component, CSA approval, manufacturer's identification number);

SC4.03X

- determine whether specific examples of marketing are factual or misleading;

SC4.04X

- describe the influence of marketing and high-pressure sales pitches on personal purchase choices and how to recognize and resist this influence;

SC4.05X

- demonstrate the ability to conduct a thorough investigation before making a large purchase;

SC4.06X

- identify consumer agencies that handle complaints about defective goods;

SC4.07X

- demonstrate an understanding of how to make sound purchase decisions in stressful situations;

SC4.08X

- examine sources of information (e.g., newspapers, magazines, marketing media, the Internet) with the aim of identifying marketing strategies;

SC4.09X

- demonstrate an understanding of financial responsibility (e.g., banking, saving for purchases, long-term savings, managing debt).

Diversity, Interdependence, and Global Connections**Overall Expectations****DIV.01X**

- summarize the functions of families in society;

DIV. 02X

- describe diverse family, relationship, and child-rearing patterns, and family lifestyles in various historical periods and cultures.

Specific Expectations**Family Functions****DI1.01X**

- identify the universal basic functions of families (e.g., protection of children, socialization of children, division of labour) and their effects (e.g., developing loyalty, commitment, discipline; creating a sense of belonging);

DI1.02X

- analyse various ways in which families perform the basic functions, based on surveys of their own or other families;

DI1.03X

- analyse the impact of gender roles within families;

DI1.04X

- compare various personal, social and cultural beliefs about individuals and the functions of families.

Family Diversity

DI2.01X

- define terms and describe diverse family forms and relationships (e.g., nuclear, blended, single-parent families; foster care; adoption, sibling relationships);

DI2.02X

- compare family forms, relationship patterns, child-rearing patterns, and division of labour in several cultures and historical periods, using information sources (e.g., newspaper articles, web pages, databases, CD-ROMs, the Internet);

DI2.03X

- describe variations in the roles of adolescents and in expectations of females and of males among families within Canada and in other countries;

DI2.04X

- describe the impact of diversity in families on specific aspects of family lifestyle (e.g., food habits; assignment of chores; curfew).

Social Science Skills

Overall Expectations

SSV.01X

- use social science research methods to obtain information from various media, technology, and human resources in order to examine aspects of individual and family living;

SSV.02X

- effectively communicate the results of their inquiries;

SSV.03X

- demonstrate effective collaborative group skills.

Specific Expectations

Research Skills

SS1.01X

- prepare simple research questions;

SS1.02X

- distinguish between fact and opinion;

SS1.03X

- conduct research about individual, family, and social issues, using surveys and interviews (e.g., about personal responsibilities in a family and in a democracy, principles of informed consumerism; financial stability; investigation before making large purchases; diversity in family form, relationships, division of labour);

SS1.04X

- create graphs and charts from spreadsheets to compare results of surveys;

SS1.05X

- analyse a family studies issue (e.g., adolescent growth and development, peer pressure, developing positive relationships, personal rights and responsibilities) by making research notes from appropriate sources of information in various media, including books, periodicals, television, videotapes, and the Internet;

SS1.06X

- compare results of surveys and interviews with data from other source, and form conclusions;

Communication of Results

SS2.01X

- record information and key ideas from their research, and document the sources accurately;

SS2.02X

- organize, interpret, and communicate the results of their inquiries, using a variety of methods (e.g., graphs, charts, diagrams, oral presentations, written reports, newspaper articles, videos);

SS2.03X

- write a research report (e.g., using word-processing software) on aspects of individual and family living;

SS2.04X

- publish results of surveys.

Collaborative Group Skills

SS3.01X

- demonstrate effective speaking and listening skills in a small group;

SS3.02X

- analyse and demonstrate effective roles in small groups (e.g., chair, recorder);

SS3.03X

- demonstrate collaborative problem-solving, conflict-management, and planning skills (e.g., responsibility of each member to carry his or her own weight, task analysis, division of labour, time management);

SS3.04X

- demonstrate the ability to set achievable group goals and for each group member to make an equal contribution.

Appendix B: Teaching/Learning Strategies Glossary

Brainstorm	- group generation of initial ideas expressed without criticism or analysis
Case Study	- investigation of real and simulated interconnected issues in a given situation
Class Discussion	- students actively participate in taking turns while discussing current issues
Collage	- a thematic collection of items (pictures, objects, etc.) arranged in a visually pleasant manner.
Concept Map	- two-dimensional graphic representation of a concept elaborated by students' ideas relating to the concept
Co-operative Learning Processes	- structured small group learning through interdependence towards a common learning expectation
Display Board	- a visual display board is used to share the information gained from the students research with others. Students may use visual aids, summary sheets, brochures, pamphlets, booklets, charts, graphs, etc. The display board should be neat, colourful, eye catching, attractive, motivating, creative, and organized, as well as informative.
Independent Study	- a variety of self-selected areas of study that each learner pursues in a personalized manner
Inquiry	- gather knowledge on a particular topic
Inquiry Process	- students answer questions individually and/or in groups
Jig Saw	- specialized group learning followed by home group sharing
Job Shadowing	- a student follows a person on the job for a specific length of time to gain an understanding of the job and its requirements
Journal Writing	- the practice of expressing ideas, experiences, questions, reflections, personal understanding or new learning in written form on a regular basis
Lecture	- oral presentation of information
Report/Presentation	- oral and/or written presentation of researched topic to an individual or group
Research	- model of investigation through data collection
Role Play	- simulation of the real role of an individual or representative of a group in order to gain a better understanding of another person's circumstances
WHMIS Training	- training for the safe use and handling of materials

Appendix C: Social Science Research

General Topic

-

Ask a **Question** or
State a **Problem**

-

Identify 3-4 **Factors** which may
influence the issue

-

Locate Information
for each factor

-

State **Specific Topic**
(e.g., thesis, hypothesis)

-

Organize Information
according to the factors
to be examined

-

Determine **Form**
for presenting research
(e.g., written paper, video)

-

Put it all together!
Include:
introduction,
method,
information acquired,
Add:
interpretation,
conclusion
Share with others.