Individual and Family Dynamics 120 Curriculum

Implemented September 2012

New Brunswick / Nouveau-Brunswick

Acknowledgements

New Brunswick Department of Education and Early Childhood Development
Educational Services Division

2012

Table of Contents

Introduction

Background

Living in a family, however that family is defined for the individual, impacts everyone's life regardless of career path or lifestyle choices. The pace of change in the world at large begins and ends at the individual and family level. In a society where the adolescent is barraged with messages from home, peers and the commanding influence of the media, strategies are required which enable young people to make realistic interpretations of their role in the family, the broader community and in the world. From early childhood, individuals must learn skills which allow them to relate and to thrive as social beings.

Individual and Family Dynamics 120 is an elective course that will expose the students to the skills and information necessary to make informed decisions about personal development, lifestyle choices, and healthy relationships.

The Individual and Family Dynamics 120 curriculum provides opportunities for students to:
- consider, propose, and put into practice ways to meet the needs of individuals and/or families
- consider and apply practices to nurture the growth and development of individuals at various stages of their lives
- appreciate the diversity of cultures in relation to individuals and the family unit
- participate in activities that reflect skills required to manage their lives more successfully
- examine and practise skills that help develop healthy relationships
- practise decision-making and problem-solving skills
- practise managing resources in order to become responsible global citizens

The Role of Individual and Family Dynamics 120

Students will see the connections made between the course content and their personal development and relationships. This curriculum will help prepare them to have a better understanding of themselves, their family and the world around them. Individual and Family Dynamics 120 touches on aspects of sociology, psychology, economics and anthropology. The knowledge and skills presented in Individual and Family Dynamics 120 will benefit students who may wish to pursue fields of study such as: law enforcement, social services, family law, careers in counseling, psychotherapy and family medicine.

Principles of Learning

The development of this Curriculum Document has been guided by the following principles of learning:
- learning requires active participation by the student
- students learn in a variety of ways and at different rates
- learning is both an individual and a group process

Individual and Family Dynamics 120 provides students the opportunity to develop the following competencies which are essential for learning in the 21st Century:
- critical thinking and creative problem solving
- collaboration
- communication
- personal development and self-awareness
- global citizenship

Universal Design for Learning
In an effort to build upon the established practice of differentiation in education, the Department of Education and Early Childhood Development supports the Universal Design for Learning (UDL). UDL is a framework for guiding educational practice that... provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged (National Center on Universal Design for Learning, 2011). New Brunswick's curricular development is informed by universal design values, and teachers are encouraged to incorporate the following into their program of study:

Multiple means of representation: provide diverse learners options for acquiring information and knowledge.

Multiple means of action and expression: provide learners options for demonstrating what they know.

Multiple means of engagement: tap into learners' interests, offer appropriate challenges, and increase motivation.

This document recognizes that New Brunswick's students are diverse individuals with a variety of backgrounds, interests, abilities and needs. This curriculum aims to meet the needs of all learners by providing differentiated instruction, activities and assessment.

Curriculum Framework
The Individual and Family Dynamics 120 curriculum consists of the following four units:
1) Families in a Changing World
   - *What contributes to a family's ability to manage itself and care for one another?*
2) Personal Growth and Development
   - *Who am I? How much influence do I have over my own personal identity?*
3) Interpersonal Relationships
   - *What influences our ability to choose and develop healthy relationships?*
4) Individual and Family Wellness
   - *What is the impact of societal issues on family and individual wellness?*

Each unit is guided by the essential question noted above. The curriculum content is based on a General Curriculum Outcome (GCO) and further clarified by a Specific Curriculum Outcome (SCO). These are supported by learning outcomes and achievement indicators.

Teachers may wish to draw on the expertise of community organizations and members. The Individual and Family Dynamics 120 curriculum may easily be supported by community organizations through the use of local resources such as guest speakers, workshops, and field trips.

Technology
Technology allows students to become more active participants in research and learning in the classroom. When planning for instruction and assessment in Individual and Family Dynamics 120, teachers should provide opportunities for students to develop their skills in relation to information and communications technology sources, and to reflect critically on the role of technology in society. Development of these skills is important for students in their education, their future careers, and their everyday lives.

Establishing a Positive Classroom Environment
Individual and Family Dynamics 120 deals with a variety of sensitive topics. Teachers are responsible for setting and promoting a classroom environment in which students feel safe and comfortable learning about and discussing topics in Individual and Family Dynamics 120. The following will help establish and maintain a positive learning environment:

- Allow students sufficient time and opportunities to become comfortable with each other before engaging in group discussion.
- It is important that the classroom environment encourages students to relate to one another in a positive, respectful, and supportive way.
- Establish clear ground rules for class discussions that demonstrate respect for privacy, for diversity, and for the expression of differing viewpoints.
- To ensure that all students are given an opportunity to share their personal viewpoints, teachers may want to use "talking" circles, or other methods of interactive communication.
- Activities and discussion related to some of the topics in Individual and Family Dynamics 120 may evoke an emotional response from individual students. If necessary, opportunities should be provided for students to seek help and support.
- Establish the importance of confidentiality within the classroom to allow students the opportunity to communicate freely.

Interaction with Community
There are several suggested activities throughout this curriculum document that involve interactions with members of the community including interviews and guest speakers. It is important that students are made aware of proper protocol when interacting with the community. Emphasis should be placed on the sensitivity of topics presented in this course and students need to be respectful of the diverse populations within their community.

Student Performance and Assessment
Performance indicators are used to support assessment of the curriculum. These indicators define the specific level of knowledge acquired, skills applied, and/or attitudes demonstrated by the student in relation to a corresponding Elaboration (learning outcome). The indicators are suggestions provided to assist in the assessment of the elaboration of learning outcomes. The order of units and achievement indicators are not intended to imply a required sequence of instruction and/or assessment.

Individual and Family Dynamics 120 curriculum document provides ample opportunity for both formative and summative assessment. Formative assessment will allow teachers to monitor a student's progress on an ongoing basis. It also helps students to monitor their own progress as they get feedback from their peers and teachers. Summative assessment is an indicator of how much information has been retained over a specific period of time. Summative assessment is characterized as assessment *of* learning and is contrasted with formative assessment, which is assessment *for* learning.

Formative and summative assessment evidence can be collected using a wide variety of methods, such as:
- observation
- student self-assessments and peer assessments
- quizzes and tests (written and oral)
- samples of student work
- projects and presentations
- oral and written reports
- journals and learning logs
- performance reviews
- portfolio assessments

Achievement Standards
Teachers are to assess student achievement using a variety of Achievement Indicators for each General Curriculum Outcome (GCO). For each Specific Curriculum Outcome (SCO), the following achievement standards are to be applied:

Outstanding Performance	95-100%	Achievement Indicators are consistently demonstrated to an outstanding level
Very Good Performance	84-94%	Achievement Indicators are consistently demonstrated to a high level
Good Performance	72-83%	Achievement Indicators are consistently demonstrated to a satisfactory level
Acceptable Performance	60-71%	Achievement Indicators are consistently demonstrated to an acceptable level
Weak Performance	Below 60%	Achievement Indicators are consistently not met

UNIT #1: Families in a Changing World

G.C.O. 1: Students will explore the dynamic relationship between family and individuals in society.

Essential Question: What contributes to a family's ability to manage itself and care for one another?

Specific Curricular Outcomes (S.C.O)	Elaborations *It is expected that students will:*	Performance Indicators *Students who have fully met the Learning Outcomes are able to:*
1.1 Students will develop an understanding of the impact of societal change on family and individual dynamics. ***Driving Question:*** *How do families cope with change?*	· Analyse the relationship between societal change and the evolving definition of the family · Analyse current trends in Canadian families today	☐ Identify a variety of definitions for the term family ☐ Demonstrate an understanding of how the definition of family has changed as society has evolved (e.g. economy, values, multiculturalism, globalization, failure to launch and aging population) ☐ Research data to obtain information about family trends (e.g., marital age, family size, divorce rates, family demographics) ☐ Compare historic and current data to make predictions about future family trends
1.2 Students explore the structure and functions of the family. ***Driving Question:*** *Are all families similar in what is offered to the members?*	· Identify various family structures · Identify the stages of the family life cycle · Demonstrate an understanding of various functions of the family · Demonstrate an understanding of the roles and responsibilities of family members · Understand what constitutes a strong family	☐ Describe a variety of family structures (e.g., nuclear, single, blended, etc) ☐ Understand the basic pattern of the traditional Family Life Cycle (e.g., couple, parenting, empty nest, aging, etc.) ☐ Describe the role of family in society (e.g. emotional, reproductive, socialization, economic, sexual, etc) ☐ Discuss a variety of roles and responsibilities of family members (e.g., division of labor, financial contributions, expectations of family members, etc) ☐ Compare the characteristics of functional and dysfunctional families and the effects on its members
1.3 Students develop an awareness of and a respect for diverse families. ***Driving Question:*** *What makes my family similar or different to yours?*	· Identify customs and traditions of families in various cultures	☐ Compare family customs and traditions of various cultures (e.g., attitudes, ceremonies, rites of passages, role of elders, etc.) ☐ Recognize the unique needs of refugee and immigrant families ☐ Identify community services that support diverse families

Suggestions for Teaching and Learning:

♦ Write your own definition of "family" and in groups of 3 or 4, discuss and compare how and why they may differ or be similar.

♦ Students could discuss multiple ways in which the family unit has changed over the past 50 years. Have these changes lead to the strengthening or weakening of the family unit?

♦ Ask students to discuss if they believe the family unit is as strong as it was in the past. They must be prepared to define their point of view with specific examples. This can be done in a mini-debate format.

♦ In small groups have students research what a family looked like in a particular decade. They should include information such as typical family structure and size, gender roles, employment, leisure activities and family member responsibilities. They can present this to the class using PowerPoint, poster, webpage, skit, etc.

♦ Survey three generations to determine how the roles and responsibilities are similar and/or different between the age groups and how family socialization impacts these roles.

♦ Take a class survey of family structures; using the computer, prepare a pie chart showing the percentage of nuclear, dual-income parents, single parent, step and adopting families, etc.

♦ Develop a public service advertisement explaining why strong families are needed for a strong society.

♦ Choose a law that affects families and write two paragraphs which answer the questions: What is the purpose of the law in terms of family life? Has the law done what it was designed to do? Has the law had a positive effect on families, why or why not?

♦ Watch an episode of an older sitcom that portrays a family (e.g., The Cosby Show, Family Ties, etc) and compare and contrast it to a modern day version (e.g., The Simpsons, Family Guy, Modern Family, etc). Describe how these sitcoms portray a functional or dysfunctional family by using specific characteristics from the episode.

♦ Have students visit the website www.vifamily.ca and download the Families Count – Getting a Picture of Canadian Families document and explore recent trends in Canadian families (http://www.vanierinstitute.ca/families_count_-_profiling_canadas_families_iv) .

♦ Invite a guest speaker from a different culture to discuss their family traditions and customs.

♦ Interview a recent immigrant and get their view point on the challenges facing their family. The teacher should prepare students how to respectively conduct an interview.

♦ Prepare questions to ask a social worker about services available in your community to help families fulfill their basic functions. Interview the social worker and write a report identifying these services.

♦ Students choose a culture that is foreign to them and research what it would be like for their family to migrate there. Students can write a letter home, create a journal entry, or a story detailing their experiences in this new culture and the effects on their family.

UNIT #2: Personal Growth and Development

G.C.O. 2: Students will identify and explore factors contributing to personal growth and development.

Essential Question: Who am I? How much influence do I have over my own personal identity?

Specific Curricular Outcomes **S.C.O**	Elaborations *It is expected that students will:*	Performance Indicators *Students who have fully met the Learning Outcomes are able to:*
2.1 Students will identify experts and analyze their theories of personal development. ***Driving Question:*** *Who are the people that have been and continue to teach us about ourselves?*	· Investigate various theories of growth and development · Gain an understanding of the three types of traits that make up personality (e.g., social, emotional, intellectual	❏ Describe the variety of developmental theories (e.g., Erikson, Maslow, Kohlberg, Freud, Piaget, etc) ❏ Reflect on how these theories influence their personal growth and development
2.2 Students will gain an understanding of what influences their personal development. ***Driving Question:*** *Who and what made us who we are today?*	· Understand the concept of nature vs. nurture · Describe the physical, social, emotional and cognitive changes that take place during growth development · Analyse how media and role models can influence the growth and development of an individual · Examine cultural and social stereotyping · Identify components of the term self-concept · Analyse influences and evaluate strategies to enhance positive self-concept	❏ Discuss how heredity and environment influences our physical, social, intellectual and emotional development throughout our lives ❏ Recognize influences that have an impact on growth and development during adolescence (e.g., nutrition, exercise, sleep, drugs, alcohol, risk taking behaviours, etc.) ❏ Identify the cognitive changes that take place during adolescence (e.g., brain maturation, speed of processing, thinking skills, concentration, decision making, moral reasoning, etc) ❏ Discuss common beliefs and myths about adolescence as reflected in the media and in role models (e.g., appearance, accomplishments, wisdoms, mental/physical abilities, stereotypes, social expectations, etc) ❏ Understand how different cultures regard adolescence ❏ Suggest strategies for improving negative attitudes towards people from different cultures and generations ❏ Define and understand how our personal development is reflected in the following terms: self-concept, self-esteem, morals and values. ❏ Generate strategies that can be used to help develop a positive self-concept (e.g., seek positive experiences and role models, develop positive attitudes, learn from past experiences, seek counseling and community resources, etc)

2.3 Students will explore gender identity, gender role identity and gender stereotyping. **Driving Question:** *How are the differences within genders viewed in our society?*	· Explore the concept of gender identity. · Determine how society affects our perception of gender roles	❑ Understand the difference between gender and sex. ❑ Recognize the differences between the following gender identities: male, female, intersex, transgender, transsexual. ❑ Identify the stereotypes associated with gender
2.4 Students will develop an awareness of personal sexuality and responsible sexual behavior. **Driving Question:** *How can one deal with feelings, emotions and responsible decisions associated with sexuality?*	· Explore sexuality and sexual orientation · Consider the importance of responsible sexual decision making · Investigate the risks associated with being sexually active	❑ Define sexuality ❑ Understand the following terms: heterosexual, homosexual, gay, lesbian, bi-sexual, two-spirited, etc. ❑ Understand the following terms: homophobia, internalized homophobia, heterosexism, invisibility, etc. ❑ Explain why it is important to make careful, responsible and informed decisions about sexual health and behaviour. ❑ Describe ways to handle sexual feelings and sexual pressure (e.g., peers, media, partner, etc) ❑ Recognize the different types, symptoms and prevention of STI's (e.g., Chlamydia, Gonorrhea, Genital Herpes, Syphilis, HPV, etc) ❑ Analyse and discuss safe sex practices (e.g., abstinence, masturbation, condom use, birth control options, etc)
2.5 Students will explore the issues and challenges facing individuals as they transition throughout adulthood **Driving Question:** *What can I expect to happen as I age?*	· Explore the physical, emotional and cognitive changes through adulthood. · Demonstrate an understanding of how people may be treated depending on their age	❑ Define adulthood and the different stages (e.g., early, middle and late) ❑ Research and discuss the physical changes that take place throughout adulthood (e.g., weight control, brain development, sensory change, reproductive and hormonal changes, etc) ❑ Research and discuss the social and emotional changes that take place throughout adulthood (e.g., independence, family relationships, empty nest, isolation, loss of loved one or friend, etc) ❑ Research and discuss the cognitive changes that take place throughout adulthood (e.g., brain maturation and speed of processing, concentration, memory loss, etc) ❑ Discuss how different cultures regard adulthood and aging ❑ Compare societal attitudes towards and treatment of people as they age (e.g., young adults, seniors, etc)

Suggestions for Teaching and Learning:

- When studying Erikson's stages of development, students can write a thank-you letter to a person who has greatly influenced them at each stage of their development.
- Students can create a collage that becomes a visual representation of the needs in each of the levels in Maslow's Hierarchy of Needs.
- Evaluate your personal characteristics and identify which ones are influenced by your heredity and your environment.
- Interview someone who has experienced a hereditary disease; include questions related to attitudes about the disease, how the disease affects the other family members, fears about the disease affecting future generations and how the disease affects their personal well-being.
- Using the web, have students complete various personality quizzes (e.g., Gardner's multiple intelligences, Carl Jung extrovert/introvert, etc)
- Write a biography, poem or song describing the life of a typical young person growing up in your community. Include a description of environmental factors that will influence the person's growth and development.
- Create a family book detailing a reflection of yourself and each member of your family unit. The front cover is a visual reflection of you and the back cover will be the written summary. Each page will contain a visual and written paragraph describing each of your immediate family members.
- Students will research their family name, coat of arms and family crest.
- Shoe box project. On the outside of the box, students will create a visual representation of how others view them. This can include pictures, words, artwork, etc. The inside of the box should include a visual representation of how you see yourself.
- CD cover project. Design a CD cover that is a visual representation of who you are and then create a song list that reflects experiences throughout your life.
- Develop a questionnaire you can use to survey others' thoughts and feelings related to future life changes. Survey three classmates, three adults your parents' age and three older adults. Categorize their responses into changes that are feared and ones that are welcomed. Use a computer program to create a visual representation of these findings (e.g., pie chart, Venn diagram, table chart, etc).
- Invite a guest speaker who has experienced gender identity issues and discuss the challenges associated with this.
- In pairs, students will choose a different culture and research how they view gender and gender identity.
- Students are to create a pamphlet detailing the differences between transgender, transsexual and intersexed.
- Choose a sexual orientation and create a fact sheet detailing definitions, statistics, etc.
- STI PowerPoint Presentation. In groups of 3 or 4, students will research an assigned STI and present their PowerPoint to the class.
- Have students visit www.sexualityandu.ca and explore the information and interactive activities provided.
- Invite a public health nurse into your classroom to discuss safe sex practices and options.
- Use case studies of dating scenarios that allow students to go through the decision making model and choosing a method of contraception.

- Design a board game that teaches adolescents about their bodies and the reproductive cycle.
- Write an ad for television or radio that promotes responsible sexual behaviour.
- Analyze whether or not media represents the elderly population (e.g., music, television shows, movies, advertisements, etc). Is this demographic fairly represented and which stereotypes do various forms of media create for this group?
- Interview an older adult and ask questions about how their family life has changed and the challenges they face as they progress through this stage of their lives. Summarize the responses and write a paragraph on how aging affects the family system.
- Write a paper describing your community 30 years from now considering the future increases in the older population. Describe how this increase will impact the local economy, health care services, home care services, housing needs and the job market. Students can also work in groups where each member would be responsible for one of the topics.
- Visit a local assisted living facility and write a paragraph detailing your visit, include a description of the physical conditions of the residents, the activities available to them and the care they received. Summarize your overall impression of life in an assisted living facility.

UNIT #3: Interpersonal Relationships

G.C.O 3: Students will identify and define the context of interpersonal relationships

Essential Question: What influences our ability to choose and develop healthy relationships?

Specific Curricular Outcomes **S.C.O**	Elaborations	Performance Indicators
	It is expected that students will:	*Students who have fully met the Learning Outcomes are able to:*
3.1 Students will explore forming relationships in the 21st Century. ***Driving Question:*** *How has the process of forming relationships changed?*	· Analyze the changing nature of interpersonal relationships · Investigate the theories of attraction · Examine why and how people form romantic relationships	❏ Identify a variety of interpersonal relationships, including social, family, romantic, workplace, and community ❏ Understand the impact that technology has had on relationships in the 21st century. ❏ Discuss reasons why people form relationships (e.g., common interest, physical attraction, friendship, sense of belonging, etc) ❏ Understand the different theories of attraction (e.g., homogamy, complementary qualities, proximity, etc) ❏ Describe various ways relationships can begin (e.g., proximity, mutual interest/friends, internet, arranged, clubs, etc) ❏ Understand the purpose of dating (e.g., providing companionship, learning to negotiate, evaluating personality traits, etc) ❏ Distinguish between infatuation and love
3.2 Students will seek an understanding of healthy personal relationships. ***Driving Question:*** *How do we know when we are in a healthy personal relationship?*	· Examine the components of a healthy and unhealthy relationship · Demonstrate an understanding of how to stay safe in a variety of interpersonal relationships · Propose and evaluate actions that could be taken when relationships become unsafe	❏ Discuss factors that make up a healthy relationship (e.g., loyalty, respect, shared values and goals, positive communication, etc) ❏ Discuss factors that make up an unhealthy relationship (e.g., addiction, abuse, violence, lack of trust/respect, etc) ❏ Describe implications of an unhealthy relationship on those involved or affected (e.g., emotional/physical effects, legality, personal safety, etc) ❏ Recognize potentially unsafe situations (e.g., dates, chat rooms, parties, abusive individual, authority figure, stalker, bully, etc) ❏ Describe appropriate ways to handle a variety of unsafe relationship situations (e.g., avoidance, awareness, assertiveness, protecting personal property/information, getting help, buddy system, etc)

| 3.3 Students will explore the challenges of maintaining a committed relationship.

Driving Question:
Am I ready for a committed relationship? | · Explore why people may or may not be in a committed relationship
· Demonstrate an awareness of personal qualities and circumstances that indicate readiness for a committed relationship
· Analyse how effective communication contributes to positive interactions
· Explore why relationships end and its impact on those involved | ☐ Brainstorm and discuss reasons why people may be single (e.g., desire for independence, circumstance, financial, career and travel goals)
☐ Brainstorm and discuss why people may be in a committed relationship (e.g., love, sex, procreation, financial reasons, religion, culture, personal gain, sense of belonging, etc)
☐ Identify the characteristics of readiness for commitment (e.g., maturity, financial stability, life experiences, self awareness, communication skills, etc)
☐ Describe different ways in which people communicate (e.g., assertive, passive and aggressive) in both verbal and nonverbal ways (e.g., tone, word choice, body language, facial expression, etc)
☐ Describe reasons why different types of relationships end (e.g., financial conflict, infidelity, abuse, addictions, irreconcilable differences, etc)
☐ Identify the legal, emotional, financial, and social impact of those involved when a relationship ends (e.g., partners in the relationship, children, other family members, friends, employer, community, etc) |
| 3.4 Students will examine the global diversity of committed relationships.

Driving Question:
How are long-term relationships defined throughout the world? | · Examine different types of committed relationships
· Explore the diverse marriage/commitment customs and ceremonies | ☐ Distinguish between the different types of committed relationships (e.g., monogamy, polygamy, arranged, same-sex, etc)
☐ Research and discuss the various customs and ceremonies around the world related to marriage/committed relationships (e.g., engagements, weddings, intercultural relationships, legalities, commitment ceremonies, cultural taboos, etc) |

| 3.5 Students will analyse the reasons and options for entering parenthood.

Driving Question: *How will I know when I am ready to be an effective parent?* | · Explain reasons why people choose to have or not have children
· Demonstrate an understanding of personal qualities and circumstances that indicate readiness for parenting
· Explore the various methods of becoming a parent
· Analyse the impact of parenthood on personal and family life
· Analyse the rights and responsibilities of being a parent (i.e. moral/ethical, financial, lifestyle, rights of the child, legal) | ❑ Brainstorm and discuss reasons why people choose to have or not have children (e.g., survival of the species, love of children, illness, culture, genetic predisposition, overpopulation, career/school priorities, etc)
❑ Brainstorm and summarize the desired qualities needed to raise a child (e.g., level of maturity, financial stability, support network, etc)
❑ Discuss ways people may have children (e.g., pregnancy, adoption, fostering, medical technology, etc)
❑ Describe with examples how parenthood changes the life of the parents and family (e.g., rewards and challenges for parents, grandparents and siblings, etc)
❑ Explain how parenting responsibilities changes as the child ages
❑ Identity parental responsibilities for providing children's basic needs (e.g., nurturing, food, shelter, clothing, education, etc)
❑ Describe the potential impact of parental behaviours on the health and well-being of children (e.g., family time, addictions, etc)
❑ Explain how New Brunswick legislation provides for the health and safety of children (e.g., education act, child custody and support) · |

Suggestions for Teaching and Learning:

+ Watch a television sitcom in which marital or dating relationships are portrayed and identify the relationship qualities you observe. Evaluate the qualities for characteristics of mature love or infatuation.
+ Research the different theories of attraction and write an opinion piece detailing which theories you deem most valid.
+ Consider your own views on the qualities of a good dating partner include: your ideas on appearance, responsibilities, desirable attitudes and expected behavior. Report your views. In your group, tally the number of group members who mentioned each quality, create a bar graph that depicts the number of times each quality was identified. Each group will share their graph with the class.
+ Create a fact sheet regarding online dating; include statistics, types of sites, dangers involved, positive aspects, etc.
+ Complete healthy relationship questionnaires to better understand and evaluate present and future relationships.
+ Design a flyer or poster illustrating creative ways to say "no" to unwanted dating pressures.
+ Assemble a collage of healthy dating activities that include places to go and things to do in your community.
+ Interview an elder in your community and gather information about how dating has changed over time. Write a summary comparing and contrasting dating practices over the years.

- Prepare a brochure for students that will help them understand what dating violence is and how to prevent it.
- Design a wallet size handout which lists all the community resources available to individuals who seek information and assistance with relationship violence.
- Develop an action plan for victims in an unsafe situation (e.g., dating violence, stalking, spousal abuse, workplace harassment, elder abuse and child abuse)
- Analyse the following statement: if your family and friends do not approve of your potential marriage partner, you should not get married. Write a paper stating whether you agree or disagree with this statement. Use specific arguments to support the position you take and/or debate your position with a classmate.
- Invite someone from the community to discuss recommendations for preparing for marriage.
- Survey three married couples a) young couple, b) couple with young children, c) older retired couple. Ask each couple to list the top 5 issues likely to cause conflict or irritation with their spouse. Compare your findings with a partner in your class.
- In pairs research a wedding ceremony from a different culture and to the best of your ability perform the wedding for the class. Students may choose to film their mock ceremony and view it in front of the class.
- Search the internet to identify different role expectations for married couples in other cultures. Choose one culture and identify how their marital role expectations differ from yours. Imagine what your life would be as a spouse of a person from that culture. In a paragraph, describe the role expectations that would exist for you if you lived in that culture.
- In a small group, develop a checklist entitled, "Readiness for Parenting." Include criteria that you think are important for parents to have.
- Create a scenario describing the changes in a couple's life during their first week of parenting. Write the scenario from the viewpoint of new parents in one of the following groups: adoptive couple, teen parents, first time parents in their mid-twenties, first time parents in their mid-thirties and first time parents in their mid-forties.
- Research the internet for information on reproductive technologies. Choose one technology and write a paper on the social and legal issues that might be related to its use.
- Compare and contrast policy and legislation provided for the health and safety of children in New Brunswick and another province of your choice (e.g., Education policy, child custody and support, etc).

UNIT #4: Individual and Family Wellness

G.C.O.4: Students will gain an understanding of issues that affect individual and family wellness.

Essential Question: What is the impact of societal issues on family and individual wellness?

Specific Curricular Outcomes	Elaborations *It is expected that students will:*	Performance Indicators *Students who have fully met the Learning Outcomes are able to:*
S.C.O 4.1 Students will gain an understanding of how personal choice contributes to overall wellness. **Driving Question:** *How do the choices I make affect my well-being?*	· Explore the positive impact of being physically active · Analyse how nutritional choices affect your well-being · Generate positive strategies for coping with stress · Gain an understanding of spirituality and how it affects your well-being	❏ Understand the benefits of being physically active (e.g., improved sleep patterns, increased self-esteem, increased immune system, weight control, cardiovascular health, etc) ❏ Identify psychological and emotional factors that affect eating habits (e.g., eating to relieve tension or boredom, deriving comfort from food, etc) ❏ Describe economic factors that have an impact on the food choices of individuals and families. ❏ Brainstorm and discuss positive strategies for dealing with stress (e.g., exercise, meditation, music therapy, reading, breathing techniques, etc) ❏ Reflect on the meaning of spirituality and how it relates to your overall well-being.
4.2 Students will gain an understanding of mental illness and the effects on the family. **Driving Question:** *How do families deal with the challenges of mental illness?*	· Identify different types of common mental illnesses and their symptoms · Devise strategies that families can use to cope with mental illness	❏ Recognize signs and symptoms of various mental illnesses (e.g., bi-polar, depression, eating disorders, obsessive compulsive disorder, anxiety disorders, etc) ❏ Understand the possible short-term and long-term effects of mental illnesses on individuals and families (e.g., addictions, suicide, long-term care, etc) ❏ Identify a variety of treatments and resources available for those impacted by mental illness (e.g., therapy, medication, coping strategies, support groups, etc)

4.3 Students will explore the impact of how families and individuals choose to manage their time and financial resources. **Driving Question:** *What can families do to successfully manage their household?*	· Explore how our values influence the distribution and use of family financial resources · Develop strategies for managing personal and family finances · Gain an understanding of time management skills	☐ Identify the differences between needs and wants and the impact on individual and family finances. ☐ Understand the advantages of following an individual and family budget plan (e.g., providing basic needs, reducing financial stress in a family, saving plans, etc) ☐ Identify effective time management skills (e.g., establish priorities, make a to-do list, use time wisely, avoid procrastination, over-scheduling, etc) ☐ Understand the benefits of effective time management skills and their importance on the healthy functioning of the family (e.g., reduced stress and anxiety, increased satisfaction, sense of control, increased productivity, goal achievement, etc)

Suggestions for Teaching and Learning:

♦ Complete a food journal describing your present eating habits. Explain why they are or are not adequate to meet your daily needs for nutrients. If not adequate, include suggestions that you could make to improve your nutrient intake.

♦ Select a country that has a different diet than you are used to and find out how that diet appears to affect health in that country. Compare the outcomes to those in New Brunswick.

♦ Write a humorous essay, title it "An unhealthy day in the life of..." In it include types of food the person eats throughout the day and the amount of exercise they get during the day, etc.

♦ Brainstorm a list of ideas of how wellness can be improved in your school. Compile a class list of suggestions and present it at the next staff meeting. Challenge the school staff to utilize some of these suggestions to increase overall wellness.

♦ Create a personal action plan that will include positive and effective strategies to cope with the stressors in their lives.

♦ In partners, choose a mental health issue and prepare a PowerPoint presentation to be presented to the class.

♦ Invite a guest speaker to discuss the challenges and strategies to help cope with mental illnesses within a family.

♦ Invite a health care professional to discuss the treatment and resources available in the community for those individuals who are impacted by mental illness.

♦ Plan a budget using an income figure close to the amount you expect to make at the beginning of your working career. Use realistic figures for the cost of food and housing in your area. Budget for the following: emergency expenses, transportation, insurance, entertainment and leisure, personal care items, etc.

♦ Conduct a survey to determine your classmates' use of time. Calculate the average number of hours spent on relationships, work, leisure, school, extra-curricular activities, etc. Compare your use of time with the class averages. Discuss how your use of time helps, or does not help you reach your life goals.

Resources for Teachers:

Books:

Baker, M. (2008). *Families: Changing trends in Canada* (6th ed.). Toronto: McGraw-Hill, Ryerson.

Johnson, L. (2010). *Strengthening family and self* (6th ed.). Teacher's Edition. Tinley Park, Illinois: Goodheart-Wilcox Company Inc.

Meriorg, E. & Holloway, M. (2001). *Individual and Family Living*. Toronto: Nelson Education Limited.

Moles, K. (2001). *The Teen relationship workbook: For professionals helping teens to develop healthy relationships and prevent domestic violence*. Wilkes-Barres, PA: Wellness Reproductions & Publishing.

Ryder, V. & Harter, M. B. (2011). *Contemporary Living* (11th ed.). Tinley Park, Illinois: The Goodheart-Wilcox Inc.

Ryder, V. & Smith, P. B. (2005). *Human Sexuality: Responsible Life Choices.* (2nd ed). Tinley Park, Illinois: The Goodheart-Wilcox Inc.

Sasse, C. R. (2009). *Families Today* (Teacher Wraparound Edition). Toronto: McGraw-Hill, Glencoe Canada.

Santrock, J. (2008). *Life Span Development* (3rd ed.). Whitby, Ontario: McGraw-Hill.

Curricular References:

British Columbia Family Studies 120 Curriculum Document

New Brunswick Grade 8 Music Curriculum Document

New Brunswick Modern History 111/112/113 Curriculum Document

Newfoundland and Labrador Human Dynamics 120 Curriculum Document

Websites:

www.aidsnb.com
Contact information for guest speakers
www.beinggirl.ca
Information regarding female adolescent development

www.ccsa.ca
Canadian Centre on Substance Abuse

www.cic.gc.ca
Information about citizenship and immigration

www.cprn.ca
Download resources dealing with diversity, families and youth

www.drphil.com
Videos, information packages and quizzes dealing with a wide variety of topics including: dating violence, eating disorders, anger management, etc.

www.mygsa.ca
Gay Straight Alliance - Downloadable educational resources available for parents, teachers and students dealing with such topics as: diversity, GLBT, homophobia, etc.

www.hc-sc.gc.ca
Health Canada

www.kidshealth.org
Teen health and wellness resources for teachers and students

www.kidshelpphone.ca
Includes information, links, discussion forums, etc. on a wide variety of topics such as: bullying, internet safety, dating, friends, etc.

www.mentalhealthfirstaid.ca
Informative resource list dealing with mental health issues.

www.ncfr.org
National Council on Family Relations

www.nimh.nih.gov
National Institute of Mental Health

www.oprah.com
Videos available on a wide range of topics: abuse, sexual orientation, etc.

www.partnersforyouth.ca
Making Waves Program: an innovative and successful provincial relationship violence prevention program

www.parentingteens.com
Information regarding teen issues such as: teen drug abuse, media influences, sex, etc.

www.pflag-nb.org
Resources provided for the topics of, sexual orientation and gender identity

www.phac-aspc.gc.ca
Public Health Agency of Canada

www.plannedparenthood.org
Information regarding birth control and Sexually Transmitted Infections (STI's)

www.sexpressions.com
Purchase sexuality educational resources

www.sexualityandu.ca
Comprehensive information regarding sexual health
www.snb.ca
Service New Brunswick

www.statcan.ca
Statistics Canada

www.stayteen.org
Includes videos and games regarding healthy relationships and sexual health

www.teachingsexualhealth.ca
Includes lesson plans, discussion forums, videos and other resources for teaching sexual health.

www.teenhealthandwellness.com
Teen health and wellness

www.uen.org
Utah Education Network

www.values.com
Explore your different values

www.vifamily.ca
Vanier Family Institute of Canada

www.youtube.com
Search for videos

Thoughts and Ideas: