

*Public District School Board Writing Partnership*

# Course Profile

## Parenting

Grade 11

Open

HPC30

- *for teachers by teachers*

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

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

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

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### **Acknowledgments**

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## Course Overview

### Parenting, Grade 11, Open, HPC3O

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

#### Course Description

This course focuses on the skills and knowledge needed to promote the positive and healthy nurturing of children, with particular emphasis on the critical importance of the early years to human development. Students will learn how to meet the developmental needs of young children, communicate, and discipline effectively, and guide early behaviour. They will have practical experiences with infants, toddlers, and preschoolers, and will learn skills in researching and investigating questions relating to parenting.

#### Course Notes

In writing this course, the writers for the Public School Board and the writers for the Catholic School Board collaborated on the sequencing of units, number of units, and the general organization of the overall and specific expectations.

It is strongly recommended that teachers follow the order in which the units are presented in the course profile because of the sequential nature of the learning. This curriculum is designed to allow students to explore the connections with each other, their family, the community, and society within a global perspective.

Parenting is an Open course. This course has been designed to allow students to further their knowledge and skills in a specific area of interest that may be linked to future educational goals. As the Parenting course is appropriate for all students, male and female, it has been designed to give students an overview of parenting skills, responsibilities, and issues facing today's parents.

Social science research and inquiry skills will be introduced in the unit where they are first applied, and will continue to be developed throughout the course. The overall expectations are listed for each unit and in the clusters with the corresponding specific expectations where they are taught.

Teachers should review their school board policy on equity. They must be sensitive to a variety of religious beliefs as well as the ethnic and cultural customs of their students; thus, making changes to their teaching/learning strategies to address the needs of their student population. Similarly, teachers must be sensitive to the variety of socio-economic levels and family structures of their student body and be prepared to make adjustments to the learning experiences and resources as needed. This course deals with many sensitive issues with reference to children, families, and society (e.g., reasons for becoming parents, parenting styles, discipline techniques, balance of family/work, socialization of children, death, legal/social responsibilities/regulations for children/parents, teenage parenting, divorce/child custody, and the causes, consequences and impact of violence on children, etc.); therefore, the students' reactions to these issues must be anticipated and respected.

Teachers should be prepared for potential disclosures and be prepared to work with school counsellors who will be able to provide referrals to the appropriate professionals or services within their community. In conclusion, the roles and the responsibilities that parents, caregivers, and professionals have in ensuring the well-being of children will be addressed.

Proper observation techniques, how to play with children in a day care or classroom setting, appropriate discipline techniques, and the issues of confidentiality will be thoroughly taught prior to the students being involved in the practical components of this course. When the importance of confidentiality issues are taught, students need to become knowledgeable about the situations wherein they will not be able to maintain confidentiality due to policies and legislation. It is essential that students are fully aware of the expectations of them and the responsibilities they have when interacting with children. If electronic infant simulators are used in this course, complete instructions need to be given along with a demonstration on how to properly care for the electronic infant simulator while it is in the student's care. The safe use of all equipment and materials required for this course will be taught prior to their use.

The activities in this course take into account the variety of students represented and their abilities, backgrounds, interests, and learning styles. Accommodation for the expectation(s) will be made by teachers in accordance with the student's IEP in assisting the student to learn. In this course, students will learn how to work effectively with others, to develop team skills, to use effective communication skills, and to use research and analytical skills, all of which can be transferred to many occupations.

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

Although this course was written for adolescents in Grade 11, it could be adapted for adult students.

### Units: Titles and Time

* Unit 1	Preparation for Parenthood	32 hours
Unit 2	Environmental Influences on Preconception, Conception, Pregnancy, and Child Development from Birth to Age Three	30 hours
Unit 3	The Diversity and Universal Concerns of Parenting	26 hours
Unit 4	The Social and Legal Challenges of Parenting	22 hours

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

### Unit Overviews

#### Unit 1: Preparation for Parenthood

**Time:** 32 hours

#### Unit Description

Students will increase their knowledge of the importance of preparing for parenthood, and explore the various factors that influence the parenting process. As well, students will identify the responsibilities parents have for their children. They will investigate the importance of communication in family relationships and demonstrate their understanding of effective communication techniques to use with young children. By participating in an infant simulation experience, students will demonstrate their knowledge of infant needs. Research skills required for the preparation, administration, and tabulation of a survey on parenting skills will be introduced. For the culminating activity, students will explore career opportunities as they relate to families in various stages of the family life cycle.

### Unit Synopsis Chart

Activity	Expectations	Assessment	Tasks
1. Preparing for Parenthood  9 hours	PRV.01, PRV.03, ISV.02, PR1.01, PR1.02, PR3.01, PR3.02, PR3.03, PR3.04, PR3.05, IS2.02	Knowledge/ Understanding Thinking/Inquiry Communication Application	Mind Mapping Think, Pair, Share Activity Skit Development Job Description for Parents Written Comparison of Changing Roles Reflection – “PARENTING” (life long commitment)
2. Researching Parenting Skills  10 hours	PRV.01, ISV.01, ISV.02, ISV.03, PR1.03, IS1.01, IS2.01, IS3.04	Thinking/Inquiry Communication Application	“Sorting Social Science Research Steps – From Start to Finish” Research Question Questionnaire Questions Survey – “Parents with Small Children” Written Research Report (using graphics)
3. How to Listen and Talk to Children  7 hours	PRV.02, PR2.01, PR2.02, PR2.03, PR2.04	Knowledge/ Understanding Thinking/Inquiry Communication Application	Cartoons/Pictures (depicting communication scenarios) Verbal and Non-verbal Communication Skills Story Time: Effective Ways to Communicate with Children Written Report on Communication Scenario Guest Speakers Quiz – “Effective Ways to Communicate ...” Reflection – “Influences of Communication on Parent – Child Relationships”
4. Caring for Infants: Meeting Their Needs 2 hours	PRV.01, PRV.03, PR1.04, PR3.03	Knowledge/ Understanding Application Communication	Introduction to Infant Simulation Activity Infant Simulation Activities – Completed Worksheets, Reflections, etc.
5. Careers Related to Families in Society 4 hours	PRV.03, ISV.03, PR3.03, PR3.06, IS3.04	Knowledge/ Understanding Thinking/Inquiry Communication Application	Career Fact Sheet Letter to Your Future Child

### Unit 2: Environmental Influences on Preconception, Conception, Pregnancy and Child Development from Birth to Age Three

**Time:** 30 hours

#### Unit Description

In this unit, students will first outline the stages of the biological process and explain what contributes to the healthy development of the unborn child through the first few months of life. In conjunction with this, the healthy lifestyle choices both parents make before, during, and after pregnancy, and how these benefit children will be discussed. Students will become familiar with developmental patterns that occur within the four stages of childhood growth and development. Positive and/or negative influences on the growth

and development of the fetus, infant, and young child will be analysed. The correlation between an individual's development in later life, and what occurred from conception to the age of three will be addressed. Through their own practical experiences and/or a variety of child observation situations, students will identify and describe the developmental stages that are occurring at various ages. They will also note the behaviour and capabilities young children have at different ages and in various settings. For their culminating activity, students will be responsible for planning, organizing, and implementing age appropriate activities for children.

**Unit Overview Chart:** Environmental Influences on Preconception, Conception, Pregnancy, and Child Development from Birth to Age Three

Cluster	Expectations	Assessment	Focus
1  4 hours	SOV.01, ISV.02 SO101, SO1.02, SO1.03, IS2.02, IS2.03	Knowledge/ Understanding Thinking/Inquiry Communication	Healthy Development of Children: <ul style="list-style-type: none"> <li>• The biological process;</li> <li>• Healthy lifestyle choices of parents (e.g., nutrition, exercising, etc.);</li> <li>• Patterns of physical, intellectual, social, and emotional development of children;</li> <li>• Prenatal/postnatal support systems available in communities for parents.</li> </ul>
2  14 hours	SOV.02, ISV.01, ISV.02, ISV.03 SO2.02, SO2.03, IS1.03, IS2.04, IS3.04	Thinking/Inquiry Communication Application	Developmental Stages of Children: <ul style="list-style-type: none"> <li>• Influences of positive/negative factors on growth and development of the fetus, infant, and young child;</li> <li>• How the development from conception to 3 years of age has an impact on an individuals development in later life;</li> <li>• Students distinguish between fact and opinion when researching activity concepts.</li> </ul>
3  6 hours	SOV.02, SOV.03, ISV.01, ISV.03 SO2.01, SO3.01, SO3.02, IS1.01, IS3.03	Knowledge/ Understanding Communication	Child Study Observations – Practical Experiences: <ul style="list-style-type: none"> <li>• Child observation sites arranged;</li> <li>• Prepare students for child study observation;</li> <li>• Child Observations – students identify, describe, and explain developmental theory observed (physical, intellectual, social, and emotional development occurring in young children at various ages) and the behaviour /capabilities young children have at different ages and in a variety of settings;</li> <li>• Students report findings.</li> </ul>
4  6 hours	SOV.03, SOV.02, ISV.03, SO2.01, SO3.03, IS3.03, IS3.04	Knowledge/ Understanding Thinking/Inquiry Communication Application	Culminating Cluster: Activity for Preschoolers <ul style="list-style-type: none"> <li>• Students demonstrate they understand what is involved in planning, organizing, and implementing age appropriate activities for preschoolers.</li> </ul>

### Unit 3: The Diversity and Universal Concerns of Parenting

Time: 26 hours

#### Unit Description

Students will begin the unit by identifying and describing the configuration of family forms in today's society. The impact of culture and family traditions that parents and other family members transmit to children will be summarized. As students research the leading authorities and their proposed parenting practices, they will consider how culture and family traditions affect the techniques parents use. This will lead to the identification and evaluation of the various parenting styles used and their affects/effects on children. Students will have the opportunity to observe as well as to practise parenting and discipline techniques. The global commonalities of children's play and folklore will be researched. For the culminating activity, students will identify, research, and communicate how parents and grandparents transmit their culture and family traditions to their children/grandchildren. This final activity is designed to reinforce the importance of culture and family traditions, and their influences on the way parents raise their children.

#### Overview Chart: The Diversity and Universal Concerns of Parenting

Cluster	Expectations	Assessment	Focus
1 1 hour	UCV.01, UC1.01	Knowledge/ Understanding	Configurations of Today's Families – In Our Global Society: <ul style="list-style-type: none"> <li>Types/Structures</li> </ul>
2 5 hours	UCV.01, UCV.03, ISV.02, ISV.03 UC1.02, UC1.04, UC3.03, IS2.02, IS2.04, IS3.01	Knowledge/ Understanding Thinking/ Inquiry Communication	Impact of Culture/Family Traditions on Children: <ul style="list-style-type: none"> <li>How do parents/family members teach children socially acceptable behaviour;</li> <li>Report on the role of culture/family traditions in child-rearing practices;</li> <li>Compare and contrast the expectations that family/society has for male/female children;</li> <li>Students distinguish between fact and opinion when researching concepts within this activity.</li> </ul>
3 4 hours	UCV.02, ISV.02, ISV.03 UC2.02, IS2.04, IS3.01, IS3.02	Knowledge/ Understanding Thinking/ Inquiry Application Communication	Current Authorities on Parenting Techniques: <ul style="list-style-type: none"> <li>Identify the current authorities on parenting techniques (e.g., Coloroso, Mustard, etc);</li> <li>Describe the advantages of their proposed parenting techniques;</li> <li>Describe any disadvantages of their proposed parenting techniques;</li> <li>Evaluate the proposed parenting techniques and the impact of culture/family traditions, and distinguish between fact and opinion.</li> </ul>

4      7 hours	UCV.01, UCV.02, ISV.01, ISV.02, ISV.03 UC1.04, UC2.01, UC2.03, IS1.01, IS1.03, IS2.04, IS3.03, IS3.04	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Parenting Styles: <ul style="list-style-type: none"> <li>• Identify and describe parenting styles (e.g., democratic, permissive, authoritarian, etc.);</li> <li>• Identify the pros and cons of each style; Discuss the impact each parenting style has on children;</li> <li>• Based on real-life observation/experiences, students compare and contrast the impact that parenting styles have on children;</li> <li>• In a practical experience, students apply appropriate use of positive parenting and discipline techniques (e.g., setting limits, offering choices, etc.) for young children.</li> </ul>
5      4 hours	UCV.03, ISV.02, ISV.03 UC3.01, UC3.02, IS2.02, IS3.04	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Common Experiences of Children: <ul style="list-style-type: none"> <li>• Universality of play and its importance in the lives of children;</li> <li>• Traditional toys and games (and their variations) children play around the world;</li> <li>• The importance of play in the physical, intellectual, social, and emotional development of children;</li> <li>• Use children’s literature to identify and classify how society perceives children in folklore and media;</li> <li>• Students participate in a practical experience if time and facilities permit.</li> </ul>
6      5 hours	UCV.01, ISV.01, ISV.02, ISV.03 UC1.03, IS1.01, IS1.03, IS2.01, IS2.03 IS3.04	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Culminating Cluster: <ul style="list-style-type: none"> <li>• How Culture/Hereditiy is Transmitted to Children How our mothers, fathers, and grandparents transmit family culture/heritage (e.g., storytelling, arts and crafts, children’s festivals, religious rituals, family holidays, special meals to celebrate special times, decorations for specific occasions, visiting relatives, etc.) to their children (infants, toddlers, preschoolers);</li> <li>• Students will communicate their findings (both personal and research) through both an oral and written presentation of their choice (poster/collage, scrapbook, video, “telling a story,” samples of food, etc.).</li> </ul>



3          7 hours	LCV.03, ISV.01, ISV.02, ISV.03 LC3.01, LC3.02, LC3.03, LC3.04, IS1.01, IS1.02, IS1.03, IS2.01, IS2.02, IS2.03, IS2.04, IS3.02, IS3.04	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Legal Challenges and Society’s Responsibility Towards Child Abuse and Family Violence: <ul style="list-style-type: none"> <li>• Describe indicators of child abuse (e.g., insecurity, fear, repeated injuries, etc);</li> <li>• The importance of society’s laws as they relate to child abuse and children’s rights (e.g., reporting child abuse, etc);</li> <li>• Explain strategies and supports for children to help them survive abuse, etc.;</li> <li>• Students identify the support systems within the community that are available to assist children survive abuse, etc.;</li> <li>• How to develop a safe and peaceful environment for children within homes, schools, community, etc;</li> </ul>
4          5 hours	LCV.03, ISV.01, ISV.02, ISV.03 LC3.05, IS1.03, IS2.01, IS2.02 IS2.03 IS3.01 IS3.02 IS3.03 IS3.04	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Culminating Cluster: Support Systems for Families <ul style="list-style-type: none"> <li>• Identify social service programs and agencies that are available in communities that provide support systems for families;</li> <li>• Identify barriers parents may have in accessing these services;</li> <li>• Identify assistance available to parents to access these resources;</li> <li>• Students may conduct interviews with social service agencies to determine the frequency of use, benefits to clients, why it is used, etc.;</li> <li>• Students may want to research agencies that are available outside of their community, using the Internet;</li> <li>• This culminating project should be inclusive of appropriate topics/concepts discussed in this unit as well as throughout the course;</li> <li>• Students report information to class.</li> </ul>

### Teaching/Learning Strategies

There will be times during this course that the teacher will want to reinforce classroom learning through practical activities. Teaching strategies have been recommended that involve sectors of the local community to assist with practical activities. Demonstrations, instructions, and specific techniques will be taught to ensure the student’s safety prior to involvement in these practical activities. Students will also need to be aware of the expectations and responsibilities they have when observing and playing with children.

Teachers will need to use the most appropriate methods and materials to help students achieve the expectations as outlined in their IEP. Practical experiences and simulations related to the real world provide opportunities for students to explore and expand their ability to interact with children on both a professional and personal level. Teachers must be cognizant of the needs of the ESL/ELD student’s in their classroom and make the appropriate adjustments to their teaching/learning strategies.

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As an open course, the teaching/learning strategies are educationally broad with an emphasis on general parenting skills. Critical thinking and problem-solving skills are reinforced as well as the development of social science research and independent skills through experiential applications of the theories presented within the course. A variety of teaching/learning strategies are encouraged to enable students to meet the course expectations. Some examples of strategies that could be used in this course include: brainstorming, case studies, child observations, class discussion, collaborative/cooperative learning, computer-assisted learning, debates, demonstrations, homework, independent study, interactions with children, interviews, issues based analysis, mind mapping, note making, presentations, problem-solving strategies and models, reading and reviewing children's literature, reflective writing, report writing, role playing, scenarios, simulation games, skits, social science research, Socratic lessons, student/teacher conferencing, and viewing and analysing TV programs and/or videos related to parenting. This list is in no way inclusive of all of the appropriate teaching/learning strategies available for teachers to use in the classroom.

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

### **Assessment & Evaluation of Student Achievement**

Student achievement is the measurement of learning. It must be congruent with the assessment of the learning expectations. It must reflect the balance of the Achievement Chart for Social Sciences and Humanities.

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

#### **Methods of assessing student achievement are as follows:**

- Diagnostic: occurs at the beginning of a term, a unit of study, or whenever information about prior learning is useful.
- Formative: during learning; ongoing feedback to the teacher and student about quality of learning and the effectiveness of instruction.
- Summative: usually carried out at the end of a learning process; may include feedback and/or evaluation.

As per *The Ontario Curriculum, Grades 9 to 12, Program Planning and Assessment, 2000*, seventy percent of the grade will be based on evaluations conducted throughout the course and thirty percent of the grade will be based on the final evaluation. The final evaluation may take the form of an examination, performance task, and/or another method of evaluation that is suitable to the course content and is to be administered towards the end of the course. The final evaluation could include one or more of the following examples: written examination, oral examination, oral report, or presentation, social science research project, and/or case study application.

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## Accommodations

Teachers using this profile should be acquainted with the student's Individual Education Plans (IEPs) and their unique learning characteristics in order to make the necessary accommodations. For most exceptional students, the learning expectations will be the same as, or similar to the expectations outlined in the curriculum policy document. Accommodations such as specialized supports and services will be provided in collaboration with the Special Education teacher to help identified students meet the expectations.

To maintain the principles of sound educational pedagogy, accommodations must be made so students do not lose their dignity due to level of ability, income, or language proficiency. Teachers should foster a positive atmosphere accepting of the individual's uniqueness, values, and needs.

Adaptation of the course for ESL/ELD students should reflect the knowledge and skills, which these students possess. They may need extra support to acquire basic literacy skills and academic concepts. Teachers should select resources that relate to the ESL/ELD Curriculum Document Strand's Expectations: Writing, Reading, Oral and Visual Communications, and Social and Cultural Competence. There is a wide range of teaching/learning strategies available to teachers. Teachers are encouraged to expand teaching strategies in order to best meet the needs of all students and accommodate different learning styles.

Some examples of accommodations for students with special needs are: oral testing; oral reporting; using a scribe for written work; demonstration of skill; peer tutor; simplified instructions; presentations on tape, disc, or CD; flexible timelines; making changes to handouts, instructions and project guidelines; arrangement of student groupings by teacher; and enrichment activities. The Special Education teachers are excellent supports in this area, and their expertise should be sought.

## Resources

The resources that may be used for the entire course are listed below. Both general and specific resources for Unit One are listed there. The writers have tried to offer a variety of suggested resources that could be used in this course. It is not expected that a teacher would use all of the resources listed.

### Print

#### Textbooks

Brisbane, Holly E. *The Developing Child, Understanding Children and Parenting*, 8th ed. Peoria, Illinois: Glencoe McGraw-Hill, 2000. ISBN 0-02-462708-7

Hildebrand, Verna. *Parenting Rewards and Responsibilities*, 6th ed. Peoria, Illinois: Glencoe McGraw-Hill, 2000. ISBN 0-02-647385-2

#### Teacher/Student Resources

Canadian Medical Association. *Complete Book of Mother and Baby Care*. Montreal: Reader's Digest Association (Canada) Ltd., 1997. ISBN 0-88850-544-2

Conway, John F. *The Canadian Family in Crisis*. Toronto: James Lorimer and Company, 1997. ISBN 1550285637

Draper, Henry E, Draper, Wanda, and Leonord Barnes Polk. *Observing and Participating: Study of Children*, 2nd. Edition. Mission Hills, California: Glencoe Publishing Comp. Bennett and Mc Knight Division, 1989. ISBN 0-02-668160-7

Erickson, Donna. *More Prime Time Activities with Kids*. Minneapolis: Augsburg Fortress, Discovery Toys, Inc., 1995. ISBN 0-8066-2606-2

Erickson, Donna. *Prime Time Together...with Kids Creative Ideas, Activities, Games, and Projects*. Minneapolis: Augsburg Fortress, Discovery Toys, Inc., 1989. ISBN 0-8066-2430-2

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- Hall, Nadia Saderman and Valerie Phomberg. *The Effective Curriculum: Teaching the Anti-Bias Approach to Young Children*. Toronto: ITP Nelson Publisher (Delmar Publishing), 1995. ISBN 0-17-604858-8
- Harper, Mark, et al. *Quality Assessment: Fitting the Pieces Together*. The Educational Services Committee OSSTF, 1999. ISBN 0-920930-47-6
- Herr, Judy. *Creative Learning Activities for Young Children*. New York: Delmar Publishers, 2001. ISBN 0-7668-1613-3
- Herr, Judy, and Terri Swim. *Creative Resources for Infants and Toddlers*. New York: Delmar Publishers, 1999. ISBN 0766805433
- Kreidler, William, J. *Teaching Conflict Resolution Through Children's Literature*. Toronto: Scholastic Publisher, 1994. ISBN 0590497472
- Langlois, C. *Growing with Your Child: Pre-birth to Age 5 "A Canadian Living Family Book."* North York: Telemedia Communications, 1998. ISBN 0-345-39858-0
- Morrish, Ronald, G. *Secrets of Discipline/for Parents and Teachers: 12 Keys for Raising Responsible Children*. Fonthill, Ontario: Woodstream Publishing, 1997. ISBN 0-9681131-0-9
- Parry, Caroline. *Let's Celebrate Canada's Special Days*. Toronto: Kids Can Press, Ltd., 1987. ISBN 0-921103-40-9
- Rosser, Caroline Spang. *Planning Activities for Child Care*. Toronto: Irwin Publishing, 1998. ISBN 1-56637-4286
- Schiller, Pamela, Kay Hastings, and Joan C. Waiter. *The Complete Resource Book: An Early Education Curriculum with Over 2000 Activities and Ideas*. Downsview, Ontario: Monarch Books, 1998. ISBN 0876591950
- Stephens, K. *The Child Care Professional*. Peoria, Illinois: Glencoe-McGraw-Hill, 1999. ISBN 0-02-675772-9

### **Booklets/Pamphlets/Reports**

- For the Love of Kids*. A 'Brighter Futures' initiative of the Government of Canada (Children's Bureau) in partnership with Canadian Living and McDonald's Restaurants. 48-page booklet.
- McCain, The Honourable Margaret Norrie and J.F. Mustard. *Reversing the Real Brain Drain: Early Years Study Final Report*. Canadian Institute for Advanced Research, 1999.
- National Council of Welfare. "Healthy Parents, Healthy Babies." Ottawa: Minister of Public Works and Government Services Canada, 1997. Cat. No. H68-42/1997E. ISBN 0-662-25790-1
- Our Promise to Children*. Ottawa: Canadian Institute of Child Health, 1997. Publication #10
- Parenting in a Culturally Diverse Society: A Manual for Facilitators*. Ottawa: Parent Resource Centre.

### **Periodicals/Articles**

- (see Unit 1 and websites for a complete bibliographic annotation)
- Special 2000 Edition. "Your Child." *Newsweek*, (Fall/Winter 2000)

### **Ministry of Education Documents**

- Choices into Action: Guidance and Career Education Program Policy for Ontario Elementary and Secondary Schools, 1999.*
- The Ontario Curriculum, Grades 11 and 12, Social Sciences and Humanities, 2000.*
- The Ontario Curriculum, Grades 9 to 12, Program Planning and Assessment, 2000.*
- Ontario Secondary Schools, Grades 9 to 12, Program and Diploma Requirements, 1999.*

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## Associations/Non-Profit Organizations

(also see Websites)

*Federated Women's Institutes of Ontario*. Guelph, Ontario.

## Computer Software/Multimedia

*Labor and Delivery for Teens*. (CD-ROM) MacIntosh/Windows. SVE Churchill Media. McIntyre Media, 2000. #280001-71N0

*Let's Talk about Divorce*. (CD-ROM). MAC/WIN CD-ROM (16MB). (see Videos). Sunburst. #093102-UA

*Saying Goodbye*. (CD-ROM, grades K-5). Bolden Publishing. WIN/MAC CD-Rom (16MB). (see Videos). Sunburst. #090502-UA

**Games/Kits:** (see Unit 1)

## Videos

*A Child Grows: The First Year*. The Learning Seed. McIntyre, 1993. #200009-61N0

*A Child Grows. The Second Year of Life*. Illinois: The Learning Seed, 1998.

*A Child Grows. Preschoolers: How Three and Four-Year-Olds Develop*. Illinois: The Learning Seed, 1998.

*A Simple Gift: Comforting Your Baby*. Centre for Health and Information and Promotion, Toronto, 1998.

*Conflict Resolution Series: Breaking the Barriers of Violence*. Cambridge Educational, McIntyre Media, 2000. #010201-61N0 ("Understanding Violence"), #010202-61N0 ("Taking Action Against Violence"), #010203-61N0 ("Preventing Violence")

*Dads Under Construction Video Series*. Magic Lantern Communications, 1997.

*Disciplining Kids (Without Screaming or Scolding)*. The Learning Seed. McIntyre Media, 1996. #200080-61N0

*Everybody's Ethnic: Your Invisible Culture*. "Discover Yourself by Exploring Other Cultures." Illinois: The Learning Seed, 1999.

*Fetal Abuse: The Effects of Alcohol and Drugs*. Meridian Education Corporation. McIntyre Media, 1997. #700304-61N0

*Fetal Development: A Nine-Month Journey*. Melner-Fenwick Producer. Sunburst. #2688-UA

*Going It Alone: Preparing for Single Parenthood*. Cambridge Educational. McIntyre Media, 1995. #010090-61N0

*Good Discipline, Good Kids*. Sunburst. #2612-UA

*Healthy Lifestyle: A Guide for Living*. TMW Media Group. McIntyre Media, 1998. #200531-61N0

*Help Your Child Succeed in School*. Sunburst. #2613-UA

*Helping Young Children Cope with Emotions*. Centre for Health and Information and Promotion, Toronto, 2000.

*How Families Differ*. McGraw-Hill Ryerson. #0-02-637712-8

*Hurting with Words: Understanding Emotional Violence and Abuse (VideoKit)*. Human Relations Media. McIntyre Media, 1997. #600098-61N0

*Intellectual Development: The First 5 Years*. Meridian Education Corporation. McIntyre Media, 1997. #700286-61N0

*Let's Talk about Divorce*. (Grades 3-4). (see computer software). Sunburst. #093203-UA

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*My Brother Bit Me! Parenting Siblings.* The Learning Seed. McIntyre Media, 1997. #200098-61N0

*Negative Behavior: Positive Behavior.* Cambridge Educational. McIntyre Media, 1995. #010095-61N0

*Parenting Children with Learning Differences: LD/AD/HD.* Sunburst. #0687-UA

*Physical Development: The First 5 Years.* Meridian Education Corporation. McIntyre Media, 1997. #700286-61N0

*Play.* Magna Systems, Inc., 1993. #21.

*Playground Safety.* (Grades K-3). 100% Educational Videos, Inc., McIntyre Media, 1998. #550013-61N0

*Prenatal Development: A Life in the Making.* Magna Systems, Inc., 1996. #06

*Raising Non-Violent Children In Violent Times.* Meridian Education Corporation. McIntyre Media, 1999. #700380-61N0

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

*Real People: Violence in the Family.* Sunburst. #2642-UA

*Resiliency...Beating the Odds (Poverty, Abuse, Drug Dependency, Alcoholism, Disabilities).* Meridian Education Corporation. McIntyre Media, 1998. #700338-61N0

*Resistance: Preventing Teen Fatherhood (VideoKit).* Human Relations Media. McIntyre Media, 1998. #600177-61N0

*Saying Goodbye.* (Grades K-5). (see computer software) Sunburst. #0791-UA

*Secrets of Discipline/for Parents and Teachers: 12 Keys for Raising Responsible Children.* Omn: Media Productions, Ltd., 1997. ISBN# 0-9681131-1-7

*Shaking, Hitting, Spanking. "What to do Instead!"* Illinois: The Learning Seed, 1995.

*Shaping Young Minds.* The Learning Seed. McIntyre Media, 1998. #20018-61N0

*Skills for Single Parents.* Sunburst. #0915 UA

*Styles of Parenting.* The Learning Seed. McIntyre Media, 1994. #20058-61N0

*The Essentials of Discipline.* Cambridge Education. McIntyre Media, 2000. #010225-61N0 ("The Toddler and Preschool Years"), #010226-61N0 ("The Middle Years" [ages 5-11])

*The First Years Last Forever.* Johnson and Johnson, 1997.

*The Heart of Learning: Unlocking the Key to Every Child's Potential.* Kern Murch Productions.

*The Newborn: Development and Discovery.* Magna Systems, Inc., 1996. #08

*The Road to Reading: Early Steps to Help Children Become Readers.* Kern Murch Productions. Magna Systems, Inc., 1999. #83

*The Spanking Controversy.* The Learning Seed. McIntyre Media, 1998. #200113-61N0

*The Tomorrow's Children Face When A Parent Dies.* TM Enterprises. McIntyre Media, 1997. #300121-61N0

*Toddlerhood/Preschoolers Series (4 videos).* Magna Systems, Inc., 1992. #'s 17,18,19,20

*To Touch A Grieving Heart.* Panacom Publishing. McIntyre Media, 1995. #300120-61N0

*Tough Roads: Teen Parents Tell Real Stories (Video Kit).* Human Relations Media. McIntyre Media, 1997. #600108-61N0

*Understanding Attention Deficit Hyperactivity Disorder.* Meridian Education Corporation. McIntyre Media, 1995. #700228-61N0

*Understanding Parenting Styles: Authoritarian – Democratic – Permissive.* Meridian Education Corporation. McIntyre Media, 1998. #700341-61N0

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

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## Websites

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

ABC's of Parenting - <http://www.abcparenting.com/>  
Annick Press Ltd. - <http://www.annickpress.com>  
Attention Deficit Hyperactivity Disorder - <http://www.mhnet.org/guide/adhd.htm>  
BC Council on Families - <http://www.bccf.bc.ca>  
Canadian Association of Speech Language Pathologists and Audiologists - <http://www.caslpa.ca>  
Canadian Home Economics Association - <http://www.chea-acef.ca>  
Canadian Incidence Study of Reported Child Abuse and Neglect (CIS) -  
[http://www.hc-sc.gc.ca/hpb/lcdc/brch/maltreat/cisnews/1098\\_e.html](http://www.hc-sc.gc.ca/hpb/lcdc/brch/maltreat/cisnews/1098_e.html)  
Canadian Institute of Child Health - <http://www.cich.ca>  
Canadian Living: Your Family Magazine - <http://www.canadianliving.com>  
Canadian Paediatric Society - <http://www.cps.ca>  
Canadian Toy Testing Council - <http://www.toy-testing.org>  
Chatelaine Magazine - <http://www.chatelaine.com>  
Centres for Families, Work and Well-Being - <http://www.uoguelph.ca/cfww>  
Centre for Health Promotion - <http://www.utoronto.ca/chp/>  
Child and Family Canada - <http://www.cfc.etc.ca/docs/00000328htm>  
Choosing Quality Child Care - <http://www.cafcc.on.ca/choose.htm>  
Down Syndrome Association of Metro Toronto - <http://www.dsamt.toronto.on.ca>  
Early Years Study (207 pages) - <http://www.childsec.gov.on.ca>  
I Am Your Child - <http://www.iamyourchild.org>  
Invest in Kids - <http://www.investinkids.ca/>  
Learning Disabilities Association of Canada - <http://educ.queensu.ca/~lda>  
Magna Systems, Inc. - <http://www.magnasystemsvideos.com> or <http://www.webering.com/magna>  
Maxine Trottier - <http://www.execulink.com/~maxitrot/maxine.htm>  
McIntyre Media - <http://www.mcintyre.ca>  
Ministry of Community and Social Services - Child Care Programs - <http://gov.on.ca/CSS>  
Ontario Children's Secretariat - <http://www.childsec.gov.on.ca/>  
Ontario Home Economics Association - <http://www.ohea.on.ca>  
Ontario Human Rights - <http://www.ohrc.on.ca>  
Ontario Publications - <http://www.publications.gov.on.ca>  
Robert Munsch - <http://www.robertmunsch.com>  
Save The Children: Canada - <http://www.savethechildren.ca>  
Sunburst - <http://www.SUNBURST.com>  
The Canadian Children's Book Centre - <http://www.3.sympatico.ca/ccbc/>  
The Vanier Institute of the Family - <http://www.vifamily.ca>  
Today's Parent - <http://www.todayparent.com>  
UNICEF website - <http://www.unicef.ca>

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Voices for Children - <http://www.foices4children.org/>

Zero to Three - <http://www.zerotothree.org/>

Children's Literature

### **Teacher/Student Resources**

Cooper-Mullin, Alisin and Jennifer Marmaduhe Coye. *Once Upon A Heroine: 450 Books for Girls to Love*. Chicago: Contemporary Books, 1998. ISBN 0-8092-3020-8

Denvers, William J. III and James Cipielewski. *Every Teacher's Thematic Booklist*. Adapted for Canadian Schools by Renate Torok. Ontario: Scholastic Canada Ltd., 1995. ISBN 0-590-24385-3

Jones, Raymond E. and Jon C. Scott. *Canadian Children's Guide: a critical guide to authors and illustrators*. Don Mills: Oxford University Press, 2000. ISBN 0-19-541222-2

Silvey, Anita. *Children's Books and Their Creators*. Boston: Houghton Muffin Company, 1995. ISBN 0-395-65380-0

### **Teacher/Student/Children Resources**

Allen, Jonathan. *Don't Wake the Baby: An Interactive Book with Sounds*. London: Tango Books, 2000. ISBN 0-7636-0891-2 (a pop-up book)

Beaton, Clare. *One Moose, Twenty Mice*. New York: Barefoot Books, 1999. ISBN 1-84148-285-4 (board book)

Brett, Jan. *The Mitten – A Ukrainian Folktale*. New York: Penguin Putman Inc., 1989. ISBN 039921920X

Berenstain, S. and J. *The Berenstain Bears No Girls Allowed*. New York: Random House, 1986. ISBN 0-394-87331-9

Brown, Laurene Krasny and Mark Brown. *Dinosaurs Divorce: A Guide for Changing Families*. Boston: Little Brown and Company, 1986. ISBN 0-316-10996-7

Campbell, Rod. *Dear Zoo*. New York: Little Simon, 2000. ISBN 0-68982549-8 (lift the flap and board book)

Campbell, Rod. *I Won't Bite (a touch and feel book)*. Great Britain: McClelland. 1992. ISBN 0-333-78119-8

Caril, Shelley, J. Cario, and T Cario. *Our Brother Has Down's Syndrome*. Toronto: Annick Press Ltd., 1999. ISBN 0-920303-31-5

Carney, Margaret and Janet Wilson. *At Grandpa's Sugar Bush*. Toronto: Kids Can Press, 1997. ISBN 1-55074-341-4

Carter, David, A. *Bugs That Go Bump in the Night*. New York: Simon & Schuster Children's Publishing Division, 1996. ISBN 0-689-80120-3. (a pop-up book)

Cousins, Lucy. *Flowers in the Garden*. Cambridge: Chadwick Press, 1992. ISBN 1-56420-029-0 (cloth book)

Frankel, Alona. *Once Upon A Potty: Boy or Once Upon a Potty: Girl*. Toronto: Harper Festival Harper Collins Publishers, 1979. ISBN 0-694-01367-9 (boy); ISBN 0-694-01366-9 (girl)

Hill, Eric. *Spot Can Count*. New York: G. P. Putnam's Sons, 1999. ISBN 0-399-23454-3 (lift the flap book)

Hill, Eric. *Spot's Big Touch and Feel Book*. New York: G.P. Putnam's Ltd., 2000. ISBN 0-399-23598-1  
Holtz, Lara Tankel. *The Ultimate Alphabet Book*. Richmond Hill, Ontario: Scholastic Canada Ltd., 1997. ISBN 0-590-12433-1

Gilman, Phoebe. *Something from Nothing*. Markham, Ontario: Scholastic Canadian Ltd., 1992. ISBN 0-590-74557-3

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Gilman, Phoebe. *The Balloon Tree*. Markham, Ontario: Scholastic Canada Ltd., 1984. ISBN 0-590-24313-6

Krykarka, Vlyadyana, et al. *A Promise Is A Promise: Story*. Toronto: Annick Press Ltd., 1989. ISBN 1550370081

Kurelek, William. *A Northern Nativity*. Toronto: Tundra Books, 1977. ISBN 0-88776-099-6

Kusugah, Michael. *Arvaarleek. Artic Stories*. Toronto: Annick Press Inc., 1999. ISBN 1-55037-452-4

Major, Kevin. *A Canadian Abe Cedarium Eh ? to Zed*. Alberta: Red Deer Press, 2000. ISBN 0-88995-222-1

Martin, Bill Jr., John Aachambault and Lois Ehlert. *Chicka Chicka Boom Boom*. New York: Simon & Schuster Books, 1989. ISBN 0-671-67949-X

Moerbeek, Kees. *What's for Dinner*. Auburn, Maine: Child's Play (International) Ltd., ISBN 0-85953-726-9 (board and pull out tab book)

Munsch, Robert. *50 Below Zero*. Toronto: Annick Press Inc., 1989. ISBN 092023691X

Munsch, Robert. *Purple, Green and Yellow*. Toronto: Annick Press Inc., 1992. ISBN 1550372564

Munsch, R. *The Paper Bag Princess*. Toronto: Annick Press, 1980. ISBN 0920236162.

Munsch, Robert. *Up, Up, Down*. Toronto: Scholastic Canada, Ltd., 2001. ISBN 0439187702

McCutcheon, John (lyrics). *Happy Adoption Day*. Boston: Little, Brown and Company, 1996. ISBN 0-316-55455-3

McKnend, Heather. *Moving Gives Me A Stomach Ache*. Windsor, Ontario: Black Moss Press, 1988. ISBN 0-88753-178-4

Pedersen, Marika and Mikele Hall. *Mommy Works, Daddy Works*. Toronto: Annick Press Ltd., 2000. ISBN 1-55037-656-X

Prestine, Joan Singleton. *Mom and Dad Break Up*. Torrance, California: Fearon Teacher Aids Frank Shaffer Publisher Inc., 1996. ISBN 0-86653-857-7

Rogers, Fred. *Let's Talk About It: Adoption*. New York: A Paper Star Book The Putman & Grosset Group, 1998. ISBN 0-698-11625-9

Rogers, Fred. *When a Pet Dies*. New York: A Paper Star Book The Putman & Grosset Group, 1998. ISBN 0-698-11666-6

Stinson, Kathy. *Big or Little*. Toronto: Annick Press Ltd., 1998. ISBN 0-92-236-32-4

Stinson, Kathy. *Red Is Best*. Toronto: Annick Press Ltd., 2000. ISBN 0-929236-26-X

Tetro, Mark. *No Rest for Edwin*. Toronto: McArthur and Company, 1998. ISBN 1-55278-008-2

Tetro, Mark and Martin Loranger. *The Royal Canadian Mounted Police*. Markham, Ontario: Scholastic Canada, Ltd., 1994. ISBN 0-590-24544-9

Thomas, Pat. *My Brother, My Sister, and Me: A First Look at Sibling Rivalry*. New York: Barron's Educational Series, Inc., 2000. ISBN 0-7641-1460-3

Thomas, Pat. *My Family's Changing: A First Look at Family Break Up*. New York: Barron's Educational Series, Inc., 1999. ISBN 0-7641-0995-2

Trottier, Maxine. *One Is Canadian*. Toronto: Harper Collins Publishers Ltd., 1999. ISBN 0-00-638663-6

Trottier, Maxine. *Prairie Willow*. Toronto: Stoddart Kids, 1998. ISBN 0-7737-6100-4

Zevy, Aaron. *No Nuts for Me!* Downsview, Ontario: Tumbleweed Press, 1995. ISBN 0-9680678-0-8

Zimmermann, Werner. *Snow Day*. Markham, Ontario: North Winds Press/Scholastic Canada Inc., 1999. ISBN 0-590-12485-4

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## OSS Considerations

The Parenting course is part of the Social Sciences and Humanities curriculum policy document. The Parenting program presents a broad range of expectations that provide male and female students with the knowledge and practical skills needed for parenting as well as living satisfying and productive lives as independent and responsible members of society. To meet the requirements of the Ontario Secondary School Diploma, students can use the course as an additional compulsory credit, or as one of their twelve optional credits.

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

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

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

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## Coded Expectations, Parenting, Grade 11, Open, HPC30

### Self and Others

#### Overall Expectations

- SOV.01 · describe factors that contribute to the healthy development of children before and during birth, and in the first few months after birth;
- SOV.02 · explain patterns in the social, emotional, intellectual, moral, and physical development of children;
- SOV.03 · evaluate their own practical experiences involving children.

#### Specific Expectations

##### Pregnancy, Birth, and Postnatal Care

- SO1.01 – outline the stages in the biological process of conception, pregnancy, and birth;
- SO1.02 – demonstrate an understanding of how new parents can become capable and confident in making choices that are in the best interests of their children before and during birth, and in the first few months after birth;
- SO1.03 – evaluate prenatal and postnatal care/support programs available for parents in the community (e.g., prenatal classes; breast-feeding clinics; Healthy Babies, Healthy Children Program).

##### Stages of Growth and Development

- SO2.01 – identify, through practical experiences in a classroom or community setting, the changes in social, emotional, intellectual, and physical development that take place in young children;
- SO2.02 – explain how development from conception to three years of age affects and is crucial for development later in life;
- SO2.03 – analyse behaviours, conditions, and environments that influence positive or negative growth and development of the foetus, infant, and young child (e.g., breast-feeding, bonding, infant stimulation; violence, addictions, neglect).

##### Experiences With Children

- SO3.01 – identify and describe the capabilities and behaviours of young children of different ages in a variety of settings (e.g., play school, day care, nursery school, family, babysitting);
- SO3.02 – explain the differences in capabilities and behaviours observed in children in classroom and community settings;
- SO3.03 – demonstrate an understanding of what is involved in planning, organizing, and carrying out age-appropriate activities for preschoolers in classroom or community settings.

### Personal and Social Responsibilities

#### Overall Expectations

- PRV.01 · demonstrate an understanding of the need for preparation to become a parent;
- PRV.02 · demonstrate an understanding of the responsibility parents have for ensuring quality communication in their family;
- PRV.03 · describe the nature of and the responsibilities involved in parenting.

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## **Specific Expectations**

### **Preparation for Parenthood**

- PR1.01** – identify the factors involved in deciding whether or not to become a parent (e.g., social pressures, cultural influences, personal maturity and values, economic stability);
- PR1.02** – identify what parents bring to their role from their own family background and past experiences;
- PR1.03** – conduct and summarize the results of a survey of parents of young children to determine the personal qualities, skills, and experience they perceive as necessary for parenting;
- PR1.04** – demonstrate an understanding of an infant’s needs and schedules by participating in a baby-simulation experience.

### **Communication With Young Children**

- PR2.01** – explain how communication influences parent–child relationships (e.g., promotes attachment, fosters mutual respect);
- PR2.02** – demonstrate an understanding of age-appropriate communication practices (e.g., paticake and rhyming for infants);
- PR2.03** – identify elements of and skills involved in communication (e.g., eye contact, active listening, “I messages”, encouragement);
- PR2.04** – demonstrate an understanding of positive verbal and non-verbal interactions with young children, based on their own interactions with children in real-life settings.

### **Parenthood**

- PR3.01** – explain why parenting is a lifelong commitment in our society;
- PR3.02** – demonstrate an understanding of factors that influence the parenting process (e.g., delayed parenthood, strong parenting partnerships, a love and understanding of children);
- PR3.03** – identify and describe the responsibilities parents have for children of different ages (e.g., meeting their needs, teaching them skills, encouraging their independence);
- PR3.04** – summarize the lifestyle and relationship changes that parents experience when raising children;
- PR3.05** – compare the changing roles of parents and children as both grow older (e.g., from care-giver and nurturer to mentor to dependent adult);
- PR3.06** – identify and describe career opportunities related to families at all stages of the life cycle.

## **Diversity and Universal Concerns**

### **Overall Expectations**

- UCV.01** · identify social and cultural variations in family forms and parenting approaches;
- UCV.02** · identify and evaluate various child-rearing practices and beliefs, and parenting techniques;
- UCV.03** · demonstrate an understanding of the common experiences of young children across cultures.

### **Specific Expectations**

#### **Family Variations**

- UC1.01** – describe the various possible configurations of family (e.g., nuclear, step, extended, blended, lone-parent, foster, adoptive);
- UC1.02** – explain the role of parents and family members in teaching children socially acceptable behaviour;
- UC1.03** – describe how fathers, mothers, and grandparents transmit their cultural and religious heritage to infants, toddlers, and preschoolers (e.g., through storytelling, visual arts, children’s festivals, religious and other rituals associated with childhood);
- UC1.04** – report on the role of culture and family tradition in child-rearing practices (e.g., name selection, touch and physical contact, rules, discipline, guidance).

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## **Parenting Practices**

- UC2.01** – compare the impact of different styles of parenting (e.g., permissive, authoritarian, democratic) on young children, based on observations made in real-life settings;
- UC2.02** – describe the advantages and disadvantages of parenting techniques advocated by current authorities on parenting (e.g., T. Barry Brazelton, Barbara Coloroso, Dr. Fraser Mustard);
- UC2.03** – demonstrate, in practical settings, the appropriate use of a variety of techniques for parenting and disciplining young children (e.g., setting limits, establishing routines, offering choices, encouraging independence, helping children understand the logical consequences of behaviours, fostering mutual respect).

## **Universality of Childhood**

- UC3.01** – demonstrate an understanding of the universal belief in the importance of play in the lives of children (e.g., the presence in all cultures of traditional games involving balls and sticks, games modelled on “tag”, variations of “playing house”), based in part on observations and interactions in practical settings;
- UC3.02** – identify and classify the ways in which children are perceived in the folklore and by the media of a society (e.g., as “little adults”, “helpless beings”, “the country’s future”);
- UC3.03** – compare and contrast cultural expectations for male and female children;
- UC3.04** – identify ways in which families manage early-childhood trauma (e.g., physical exceptionalities, illness, disease).

## **Social and Legal Challenges of Parenthood**

### **Overall Expectations**

- LCV.01** · demonstrate an understanding of the challenges facing parents throughout the early-childhood years;
- LCV.02** · describe the role society plays in the lives of children and families;
- LCV.03** · demonstrate an understanding of child abuse and family violence, and outline strategies to secure a safe, non-violent environment for all children.

### **Specific Expectations**

#### **Parenting Challenges in the Early Years**

- LC1.01** – describe the legal and social responsibilities of parents and guardians (e.g., providing adequate food, shelter, care, education);
- LC1.02** – demonstrate an understanding of the challenges faced by parents of young children in today’s rapidly changing society (e.g., balancing work and family, finding quality child care, divorce, poverty);
- LC1.03** – explain how parents of very young children can support them during the grief process (e.g., after the loss of a family member, friend, or pet).

#### **The Role of Society in the Lives of Children and Families**

- LC2.01** – identify the role of societal agents (e.g., schools, the media, the local community, the religious community) in teaching young children how to live in society (e.g., the importance of rules, social values, acceptable conduct);
- LC2.02** – demonstrate an understanding of various social concerns that parents face as their children approach school age (e.g., relating to personal safety, independence, respect for self and others);
- LC2.03** – identify the laws that regulate children and parents in society (e.g., legislation governing child protection, child care, school attendance, child labour);
- LC2.04** – analyse the problems associated with teenage parenthood and lone-parenting of young children (e.g., poverty, alienation, lack of gender-role modelling, stress, dependence on social agencies).

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## **Child Abuse, Neglect, and Family Violence**

- LC3.01** – describe the indicators of child abuse (e.g., unexplained fear, unusual or repeated injuries), neglect (e.g., malnutrition), and family violence (e.g., insecurity, lack of trust);
- LC3.02** – explain the strategies and support needed for a child to survive abuse, neglect, or family violence;
- LC3.03** – describe the skills and attitudes that can be developed to secure a safe and peaceful family, community, and social environment;
- LC3.04** – explain the social importance of laws related to child abuse and children’s rights (e.g., responsibility of community for children’s welfare, reporting child abuse);
- LC3.05** – identify community social programs and agencies that provide family support (e.g., YMCA/YWCA, Big Brothers/Sisters, LifeSpin, Crimestoppers, Child Help Line) and identify some of the barriers parents face in accessing that support (e.g., language, culture, literacy, education levels).

## **Research and Inquiry Skills**

### **Overall Expectations**

- ISV.01** · use appropriate social science research methods in the investigation of a wide range of issues that concern parents of young children;
- ISV.02** · use appropriate methods for organizing and analysing data collected;
- ISV.03** · compile and present the results of their research effectively.

### **Specific Expectations**

#### **Using Research Methodology**

- IS1.01** – demonstrate an understanding of social science research methods (e.g., observation, participatory observation, action research, personal interviews, collecting life stories);
- IS1.02** – use social science inquiry skills effectively to explore a variety of issues affecting parents with young children (e.g., balancing of work and family, child-care decisions, poverty, alcoholism, death in the family, lone-parenting);
- IS1.03** – identify effective methods for collecting information from a variety of sources (e.g., textbooks, “how to” books, magazines, electronic sources, everyday experience).

#### **Organizing and Analysing Information**

- IS2.01** – pose appropriate research questions to frame their inquiries;
- IS2.02** – summarize the main points of information gathered from various reliable sources;
- IS2.03** – effectively use headings and subheadings to organize information, following guidelines established for social science research;
- IS2.04** – distinguish between fact and opinion in research information on the parenting of young children.

#### **Communicating Results**

- IS3.01** – demonstrate an understanding of the techniques used for recording information and key ideas from research;
- IS3.02** – document information sources accurately, using correct forms of citation;
- IS3.03** – prepare reports on interactions with and observations of infants, toddlers, and preschoolers;
- IS3.04** – effectively communicate the results of their inquiries, using a variety of methods and forms (e.g., written reports, seminars, visual or multimedia presentations, group presentations).

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## Unit 1: Preparation for Parenthood

**Time:** 32 hours

### Unit Description

Students will increase their knowledge of the importance of preparing for parenthood, and they will explore the various factors that influence the parenting process. As well, students will identify the responsibilities parents have for their children. They will investigate the importance of communication in family relationships and demonstrate their understanding of effective communication techniques to use with young children. By participating in an infant simulation experience, students will demonstrate their knowledge of infant needs. Research skills required for the preparation, administration, and tabulation of a survey on parenting skills will be introduced. For the culminating activity, students will explore career opportunities as they relate to families in various stages of the family life cycle.

### Strand(s) & Learning Expectations

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

**Overall Expectations:** PRV.01, PRV.02, PRV.03, ISV.01, ISV.02, ISV.03.

**Specific Expectations:** PR1.01, PR1.02, PR1.03, PR1.04, PR2.01, PR2.02, PR2.03, PR2.04, PR3.01, PR3.02, PR3.03, PR3.04, PR3.05, PR3.06, IS1.01, IS2.01, IS2.02, IS3.04.

### Unit Planning Notes

The teacher should:

- incorporate school policies on standardized writing format;
- review school policies on computer/Internet use (safety/censorship);
- book computer lab, Library/Resource Centre and guidance resources; (Activities 1, 2, 5)
- book audio-visual materials and equipment; (Activities 2, 3, 4)
- preview videos and prepare required materials; (Activities 2, 3, 4)
- book guest speaker(s); (Activity 3)
- purchase (repair) infant simulators, batteries, and supplies; (Activity 4)
- be aware of school policies regarding student distribution of surveys, safety concerns, etc.;
- be sensitive to the gender, ethno/cultural, and religious diversity within the class in the selection and preparation of resources.

### Resources

Resources that pertain to the entire unit are listed below. Activity specific resources are listed with each activity. The writers have tried to offer a variety of suggested resources that could be used in the activities of this unit.

#### Print

##### **Textbooks**

Brisbane, Holly E., *The Developing Child, Understanding Children and Parenting*, 8th ed. Glencoe McGraw-Hill Publishing, 2000. ISBN 0-02-642708-7

Hildebrand, Verna. *Parenting: Rewards & Responsibilities*. 6th ed. Glencoe McGraw-Hill Publishing, 2000. ISBN 0-02-647385-2

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**Teacher/Student Resources:** (see specific activities)

**Children’s Literature**

**Teacher/Student/Children Resources:** (see Activity 3)

**Periodicals/Articles**

Special 2000 Edition. “Your Child.” *Newsweek*, (Fall/Winter 2000)

Guy, Christine Fisher. “Home Safe Home: test your childproofing prowess with own quiz.” *Today’s Parent*, (February 2001): 74-79

**Games/Kits:** (see Activity 3)

**Videos**

Welcome to Parenting, The 1st 6 Years. Health Canada.

**Websites**

ABC’s of Parenting - <http://www.abcparenting.com/>

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

Canadian Parents On Line - <http://www.canadianparents.com/index.htm>

Chateleine Magazine - <http://www.chatelaine.com>

Child Development Institute - <http://www.childdevelopmentinfo.com/>

Dads Can - <http://www.dadscan.org>

Family Education.com: a Parenting and Education Resource -<http://www.familyeducation.com/home/>

Family.com - <http://family.go.com/>

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

Parent HelpLine - <http://www.parentsinfo.sympatico.ca/index.html>

Parents Magazine - <http://www.parents.com/>

Parent Stages.com - <http://www.parentstages.com/>

The Vanier Institute of the Family - <http://www.vifamily.ca>

Today’s Parent - <http://todaysparent.com>

**Activity 1: Preparing For Parenthood**

**Time:** 9 hours

**Description**

Students will gain an understanding of the factors that influence a person’s decision to become a parent and the lifelong commitment involved in parenting. What individuals bring to their role as parents from their family and personal experiences will be examined. The responsibilities parents have for children will be identified, and a comparison of how parent/child roles change throughout the family life cycle will also be examined.

**Strands(s) & Learning Expectations**

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

**Overall Expectations**

PRV.01 - demonstrate an understanding of the need for preparation to become a parent;

PRV.03 - describe the nature of and the responsibilities involved in parenting;

ISV.02 - use appropriate methods for organizing and analysing data collected.

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### **Specific Expectations**

PR1.01 - identify the factors involved in deciding whether or not to become a parent;

PR1.02 - identify what parents bring to their role from their own family background and past experiences;

PR3.01 - explain why parenting is a lifelong commitment in our society;

PR3.02 - demonstrate an understanding of factors that influence the parenting process;

PR3.03 - identify and describe the responsibilities parents have for children of different ages;

PR3.04 - summarize the lifestyle and relationship changes that parents experience when raising children;

PR3.05 - compare the changing roles of parents and children as both grow older;

IS2.02 - summarize the main points of information gathered from various reliable sources.

### **Prior Knowledge & Skills**

- Knowledge of mind mapping as a learning strategy
- Knowledge of Jigsaw learning strategy
- Journal writing skills
- Personal reflection writing skills
- Ability to précis a resource
- Collaborative/Cooperative group skills
- Computer literacy skills
- Knowledge of Think/Pair/Share learning strategy
- Critical thinking skills
- Role playing and skit development

### **Planning Notes**

The teacher should:

- collect supplies for poster making, magazines for cutting, chart paper, and markers (Strategy 1);
- prepare handouts: “Factors Involved in Deciding Whether or Not to Parent” and “What Parents’ Bring to Their Role From Their Background...;” (Strategy 2);
- prepare index cards identifying factors that influence the parenting process (Strategy 4);
- book computer lab where available (Strategy 5);
- collect supplies for poster/mobile materials for visual presentation (Strategy 5);
- collect resources (magazine articles, textbook information, etc.) on lifestyle and relationship changes that occur when raising children through all developmental stages. Include articles that reflect male and female nurturing styles (Strategy 6);
- develop assessment tools. (Strategies 4, 5, 7);
- be sensitive to the fact that some students may not want to discuss their personal family background and/or cannot imagine themselves ever wanting to be a parent in the future. See second option in Strategy 3. Also be aware of possible personal disclosure from students, and the possible need for guidance support.

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### Teaching/Learning Strategies:

1. Using a mind map, students in groups (four or five) identify and record on chart paper factors that influence the decision on whether or not to become a parent (e.g., social pressure, cultural influence, personal maturity, values, economic stability, saving a relationship, etc.). The teacher provides groups with two different coloured markers. Students use one coloured marker to identify which factors they perceive as being Reasons for Parenting and the other coloured marker to identify Reasons for Not Parenting.
2. The teacher leads class discussion on factors involved in deciding whether to become a parent by calling on each group to offer responses identified on their mind map. The teacher provides each student with a handout entitled Factors Involved in Deciding Whether or Not to Become a Parent. Students record information during class discussion from mind maps under appropriate columns: Reasons for Parenting and Reasons for Not Parenting.
3. Using a Think/Pair/Share learning strategy, students are provided with a handout with two columns: one titled What Parents Bring to Their Role from Past Experiences and the other column titled What Parents Bring to Their Role from Their Family Background. They are then asked to brainstorm five items that fit under each column. Some possibilities include: religion, traditions, vacations, etc. from family background and babysitting, coaching, etc. from past experiences. Next, they will share their ideas with a partner and add other items to their lists. The teacher leads class discussion, asking partners to share some of their ideas with the class. Students continue to add any new items to their list from the large class discussion. For homework, students select from one of the following options:
  - Students record in their journals some positive things from their family background and/or personal experiences that they would like to bring to their role as a parent in the future. As well, are there any experiences that they might like to gain prior to having children to help them in their role as a parent?
  - Students select five of the items discussed and support why each would have a beneficial impact on an individual who wants to work with children in the future. As well, they are to discuss any experiences that they could gain to help them in a future job working with children.
4. In groups of three or four, teacher provides students with an index card that identifies a factor that may have an influence on the parenting process (e.g., delayed parenthood, strong parenting partnerships, a love and understanding of children, personal goals, etc.). Students develop a skit and role-play the example provided on their index card. Each group leads a class discussion to identify the factor involved and describes the impact it may have on the parenting process. **Note:** In some cases the impact can be viewed as both positive and negative. For example, delaying the age of which a woman has her first child may help to ensure psychological maturity, completion of education, etc., but it may also interfere with the physical ability to conceive a child and/or carry a child to term.
5. Students are divided into six groups based on developmental stages of children (infants, toddlers, preschoolers, school-aged, adolescents, and young adults). Students brainstorm responsibilities parents have for children in the age group they have been assigned (e.g., meeting their needs, creating a safe environment, teaching them skills, encouraging their independence, etc.). As a group, students develop a computer-generated job description and supporting poster, mobile, or other visual representation based on the various responsibilities parents have for that age group. Students present their job description and visual representation to the class. Based on the group presentations, as a class, students compare the changing role of parents and children, as both grow older. Students write a comparison of how the roles of parents and children change, throughout the family life cycle.

6. Students remain in the same groupings as in Strategy 5 for a jigsaw activity. The teacher provides students in the expert group with a resource (articles, sections in textbook, etc) that pertains to lifestyle and relationship changes parents experience when raising children in each of the stages of the family life cycle. For example, how lifestyle and relationships change for families experiencing the ‘sandwich generation’ phenomenon. In their expert group, students précis the article and record the changes parents experience, and then they share this information with their peers in their home groups. Students record in their notes the significant changes parents experience in each of the stages involved in raising children.
7. As a final assignment for this activity, students write a two-page reflection paper discussing why parenting is a lifelong commitment in our society. As a thought motivator, students are asked to brainstorm an idea or concept that relates to each of the letters in the word PARENTING for the development of their paper. Their paper should reflect on the concepts taught in this activity, as well as any additional ideas they choose to develop.

### Assessment & Evaluation of Student Achievement

Task/Product	Tool	Purpose	Category of Achievement Chart
Skit Development (Strategy 4)	Criterion Referenced Checklist	Formative	Thinking/Inquiry Communication Application
Written Comparison of Changing Roles (Strategy 5)	Criterion Referenced Marking Schemes	Summative	Knowledge/Understanding Thinking/Inquiry Communication
Reflection – “PARENTING” (life long commitment) (Strategy 7)	Anecdotal Comments	Summative	Thinking/Inquiry Communication Application

### Accommodations

- Students with special needs can develop a storybook to communicate why parenting is a lifelong commitment (Strategy 4);
- Select articles for the jigsaw activity that reflect the various abilities of students (Strategy 6);
- For enrichment, students can locate current statistics on Canadian families and predict the impact these may have on the relationship and lifestyle of parents in the future (Strategy 7).

### Resources

#### Textbooks

Brisbane, Holly E. *The Developing Child, Understanding Children and Parenting*, 8th ed. Glencoe McGraw-Hill Publishing, 2000. ISBN 0-02-642708-7 (Chapter 5)

Hildebrand, Verna. *Parenting: Rewards & Responsibilities*. Glencoe McGraw-Hill Publishing, 2000. ISBN 0-02-647385-2 (Chapter 2)

#### Periodicals/Articles

Papacosta, Donna. “Becoming a Family: Learning to Parent... Together.” *Great Expectations Magazine*, (1996): 25

#### Videos

*Family Ties...Strengthening the Family Unit*. Meridian Education Corporation. McIntyre Media Limited. 2000 #700400-61

*Think Ahead. Is There A Baby In Your Future?* March of Dimes

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## Activity 2: Researching Parenting Skills

**Time:** 10 hours

### Description

Students gain a greater understanding of the steps involved in social science research. The development of research questions and the different methods used to gather primary data will be emphasised. This knowledge will also be applied to conduct a survey of parents with young children. Using computer applications (graphs, charts, etc.), students will prepare a class presentation to present their findings.

### Strand(s) & Learning Expectations

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

#### Overall Expectations

PRV.01 - demonstrate an understanding of the need for preparation to become a parent;  
ISV.01 - use appropriate social science research methods in the investigation of a wide range of issues that concern parents of young children;  
ISV.02 - use appropriate methods for organizing and analysing data collected;  
ISV.03 - compile and present the results of their research effectively.

#### Specific Expectations

PR1.03 - conduct and summarize the results of a survey of parents of young children to determine the personal qualities, skills, and experience they perceive as necessary for parenting;  
IS1.01 - demonstrate an understanding of social science research methods;  
IS2.01 - pose appropriate research questions to frame their inquiries;  
IS3.04 - effectively communicate the results of their inquiries, using a variety of methods and forms.

### Prior Knowledge & Skills

- Collaborative/Cooperative group skills
- Computer literacy skills including knowledge of charting and presentation manager programs
- Some knowledge of social science research skills

### Planning Notes

The teacher should:

- prepare handout with the various steps of social science research out of order (Strategy 1);
- develop assessment tools (Strategies 1, 4, 7);
- develop a list of possible research topics (relating to families and children) that would relate to the different methods of collecting social science data (Strategy 3);
- prepare lessons on the development of research questions and questionnaires (Strategy 4);
- develop a sample questionnaire containing several errors commonly made in the development of questionnaires (Strategy 5);
- ensure that the diversity of parents for the survey is representative of the population within the school community (Strategy 6);
- book computer lab. **Note:** Alternate methods to report the results of their research may be necessary depending on the computer technology available in the school. As well, some students may need assistance with the computer programs and may benefit from the assistance of students who are familiar with the programs (Strategy 7).

Student questionnaires must be approved by teacher, department head and/or principal (depending on school policy) prior to distribution (Strategy 6).

## Teaching/Learning Strategies

1. The teacher provides each student with a handout, *Sorting Social Science Research Steps: From Start to Finish*, outlining all the steps involved in conducting social science research, but the steps are listed out of order. Individually, students sort the steps into the logical order used to carry out research by numbering the appropriate steps in the spaces provided. The teacher leads class discussion on social science research, reviewing the appropriate order for the steps used in research.
2. As a class, students brainstorm possible ways to gather data (e.g., observation, participatory observation, personal interviews, surveys, collecting life stories, etc.).
3. **Note:** Students remain in groups of two or three for the remainder of the activity. The teacher provides each group with the same list of possible research topics that relate to families and children. Each group then determines the most appropriate research method(s) to use for each of the research topics provided. For example, students may choose observation to examine children’s reactions to television programs. Teacher-led class discussion as students give the supporting rationale for their group’s selection of research method(s).
4. The teacher delivers Socratic lesson on developing research questions. In their groups, students use relevant information learned in Activity 1, (e.g., T/L Strategy 3) to help them develop three possible research questions relating to: the personal qualities, skills, and experiences necessary for the parenting of young children. Group members critique their three choices and select their strongest question (to be reviewed with teacher) for this research project. Members of the group conference with teacher to review the development of research questions and the effectiveness of their choice.
5. The teacher provides Socratic lesson with class discussion on how to develop a questionnaire (title, demographic questions, etc.). The teacher distributes a copy of the sample questionnaire developed. Students critique the questionnaire for errors followed by a teacher-led class discussion of the critiqued questionnaires. In their groups, students develop a questionnaire to support their research question using the guidelines provided by teacher. Groups share their questionnaires with another group for peer editing/critiquing. Each group member is responsible for a specified number of questions to be submitted for review by the teacher.
6. Students administer the survey as per the instructions given by the teacher.
7. Once the distribution of the questionnaires is complete, each group tabulates the results of their survey and generates computer charts of the results. Students prepare a presentation using a computer-produced presentation. Groups present the results of their research to the class. Each student submits a written research report that reflects his/her individual work within the group, for assessment.

## Assessment & Evaluation of Student Achievement

Task/Product	Tool	Purpose	Category of Achievement Chart
“Sorting Social Science Research Steps – From Start to Finish” (Strategy 1)	Criterion Referenced Checklist	Diagnostic	Thinking/Inquiry
Research Question (Strategy 4)	Criterion Referenced Checklist	Formative	Thinking/Inquiry Communication Application
Questionnaire Questions (Strategy 5)	Criterion Referenced Checklist	Formative	Thinking/Inquiry Communication Application
Written Research Report (using graphics) (Strategy 7)	Rubric	Summative	Thinking/Inquiry Communication Application

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## Accommodations

- Students with special needs could record the results of a survey on an audiotape or interview a couple on videotape (Strategy 7);
- For enrichment, students can locate current research/studies that relate to skills and qualities for effective parenting and compare the results with their findings trying to account for any discrepancies (Strategy 7).

## Resources

### Print

#### Teacher/Student Resources

Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*, 4th ed. New York: The Modern Language Association of America, 1995. ISBN 0-87352-565-5

Hacker, Diana. *A Canadian Writer's Reference*. Scarborough: Nelson Canada, 1999.

ISBN 0-17-603515-X

### Websites

Child Care Resources and Research - <http://www.childcarecanada.org/research/research.html>

Youth Resource Network of Canada - <http://www.youth.gc.ca>

## Activity 3: How to Listen and Talk to Children

**Time:** 7 hours

### Description

In this activity students gain a greater understanding of communication skills. Focusing on age appropriate communication techniques, students will examine positive ways to interact with young children both verbally and non-verbally. Students will then be able to explore how communication influences parent-child relationships.

### Strand(s) & Learning Expectations

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

#### Overall Expectations

PRV.02 - demonstrate an understanding of the responsibility parents have for ensuring quality communication in their family

#### Specific Expectations

PR2.01 - explain how communication influences parent-child relationships;

PR2.02 - demonstrate an understanding of age-appropriate communication practices;

PR2.03 - identify elements of and skills involved in communication;

PR2.04 - demonstrate an understanding of positive verbal and non-verbal interactions with young children, based on their own interactions with children in real-life settings.

### Prior Knowledge & Skills

- Some knowledge of communication techniques
- Collaborative/Cooperative group skills
- Journal writing skills

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## Planning Notes

The teacher should:

- design cartoons for overhead presentation or cut pictures from magazines that demonstrate communication techniques (Strategy 1);
- obtain children’s storybooks (Strategy 3);
- prepare overhead for lesson on Elements and Skills Involved in Communication (Strategy 4);
- prepare scenarios containing ineffective communication patterns (Strategy 5);
- prepare assessment tools (Strategies 5, 7, 9);
- invite guest speaker. Several suggestions have been included to provide options for the teacher (e.g., an elementary school teacher on parental leave may be available) (Strategy 6);
- develop worksheets: Effective Ways to Communicate With Young Children and How I Communicate With Young Children (Strategies 7, 8).

Resources should be selected to represent the diverse nature of family structures and backgrounds that exist in families. As well, resources should be gender balanced. (Strategy 1)

## Teaching/Learning Strategies

1. The teacher displays overhead of prepared cartoons that demonstrate some aspects of communication in families. Alternately, teachers can cut and mount pictures from magazines, or have students design cartoons. As a class, students identify the aspects of communication they see evident in the cartoons/pictures (e.g., laughing, talking, hugging, facial expressions, etc.). The teacher records class responses on the board. Students take notes.
2. The teacher leads class discussion regarding the definition of verbal and non-verbal communication. Students categorize the aspects of communication identified from the cartoons as either verbal or nonverbal forms of communication. Students record definitions in their notebooks providing some examples as identified in the cartoons/pictures.
3. As an introduction to communication skills and effective ways to communicate with infants/children, teacher reads to the class from a variety of children’s books that communicate a strong message of love and/or unconditional love (e.g., *Love You Forever*, *Guess How Much I Love You*, *If I Were a Moose*, and/or *Mamma, Do You Love Me?*). Teacher leads class discussion on one of the most important messages parents can communicate: unconditional love. **Note:** The teacher may also invite a person who regularly participates in children’s storytelling to describe effective techniques for reading books to children, the importance of books as a way to communicate messages to children, etc.
4. The teacher provides Socratic lesson with the use of overheads on the: elements of and skills involved in communication (e.g., tone, environment, active listening, using “I” messages, sending clear messages, encouragement, communicating unconditional love, etc.). Students record notes from the overhead. Videos may be incorporated to reinforce the communication concepts.
5. In groups of two or three, students are provided with a scenario that relates to families with children. Students read the scenario provided, identify ineffective communication patterns, and make improvements/suggestions for the communication pattern presented. They should base their responses on the information learned in Strategy 3. Each group reports to the class. Each student submits a written report on the scenario provided, which includes the problem and the improvements/suggestions recommended for the communication pattern that was presented.
6. The teacher invites a guest speaker (e.g., daycare worker, nursery school teacher, primary school teacher, elementary guidance counsellor, elementary consultant, elementary administrator, or a teacher in the school who is a parent, etc.) to discuss appropriate communication techniques (e.g., Patti-cake, rhyming, talking in “Parentese,” etc.) to use with infants/children of various ages.

7. Based on Strategy 6, students are provided with a quiz titled Effective Ways to Communicate With Infants and Young Children. Students complete the quiz by matching the communication technique with the appropriate age groups provided.
8. Each student is provided with a worksheet titled How I Communicate With Young Children. In the space provided on the worksheet, students describe six to ten examples of positive verbal and non-verbal interactions they have had with children in their lives to date.
9. As a class, students share some examples from their worksheets in Strategy 8. For homework, students write a reflection in their journal based on the content covered in this activity. The focus of the reflection should be on the influence of communication on parent-child relationships. The reflections may also include communication techniques students would like to use when communicating with young children in the future (e.g., which communication techniques they may like to use with children during the practical components of this course; or with siblings, extended family, neighbourhood children, etc.). Students may also wish to comment on the communication techniques they feel they are presently using well, and the techniques they could improve upon in their everyday relationships with children (e.g., greater usage of “I” messages).

### Assessment & Evaluation of Student Achievement

Task/Product	Tool	Purpose	Category of Achievement Chart
Written Report Communication Scenario (Strategy 5)	Rubric	Summative	Thinking/Inquiry Communication Application
Quiz – Effective Ways to Communicate With Young Children (Strategy 7)	Quiz	Formative	Knowledge/Understanding
Reflection – Influences of Communication on Parent-Child Relationships (Strategy 9)	Anecdotal Comments	Summative	Thinking/Inquiry Communication Application

### Accommodations

- Special needs students’ work with a partner to complete worksheet Effective Ways to Communicate With Young Children.
- For student enrichment, students produce a communication game that includes general communication techniques and techniques for effectively communicating with infants and young children.

### Resources

#### Textbooks

Brisbane, Holly E. *The Developing Child, Understanding Children and Parenting*, 8th ed. Glencoe McGraw-Hill Publishing, 2000. ISBN 0-02-642708-7 (Chapters 3 and 10)

Hildebrand, Verna. *Parenting: Rewards & Responsibilities*. Glencoe McGraw-Hill Publishing, 2000. ISBN 0-02-647385-2 (Chapter 22)

#### Teacher/Student Resource

Schmidt, Fran and Alice Friedman. *Creative Conflict Solving for Kids*. Miami: Grace Contrino Abrams Peace Education Foundation Inc., 1985. ISBN 1-878227-00-9

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## Children's Literature

### Teachers/Students/Children Resources

(for a more complete bibliographic annotation see the Course Overview Resources)

Aliki. *Communication*. New York: Mulberry Books, 1999. ISBN 0-86653-857-7

Joose, Barbara M. Mama, *Do You Love Me?* Vancouver: Raincoast Books, 1991.  
ISBN 0-87701-759-X

Kleinen, Patrick. *If I Were A Moose*. Martinez, California: Discovery Toys, Inc., 1995.  
ISBN 0-9399790-04

McBratney, Sam. *Guess How Much I Love You*. Cambridge, Massachusetts: Candlewick Press, 1994.  
ISBN 1-56402-473-3

Munsch, Robert. *Love You Forever*. Willowdale, Ontario: Firefly Books Ltd., 1986.  
ISBN 0-920668-37-2

### Games/Kits

*Putting Words to Work: Communication Skills Game*. Sunburst. #2814-QG

### Periodicals/Articles

Balla, Marion. "Communication: The Road to Connection in Families." *Transition Magazine*, Vol. 28.  
No.2, (June 1998)

### Videos

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

*Children Learning Language*. Learning Seed. McIntyre Media Limited, 1997. #200081-61Z1

*Communicating with Preschoolers*. Meridian Education Corporation. McIntyre Media, 1996.  
#700227-61N0

*Communication: The Person to Person Skill*. Sunburst. #2267-QG

*Gender and Communication*. Learning Seed. McIntyre Media Limited. 1994. #200036-61Z1

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

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

### Appendices

Appendix A – Rubric for Report on Communication Scenario (Strategy 5)

## Activity 4: Caring For Infants: Meeting Their Needs

**Time:** 2 hours

### Description

In this activity, students will be introduced to an infant simulation activity. Through the participation in this type of hands-on exercise, students will gain a greater understanding of the responsibilities involved in caring for an infant. Several simulation options that exist include: an electronic infant simulator, flour baby, egg baby, plant baby, and toy dolls.

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## Strand(s) & Learning Expectations

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

### Overall Expectations

PRV.01 - demonstrate an understanding of the need for preparation to become a parent;

PRV.03 - describe the nature of and the responsibilities involved in parenting.

### Specific Expectations

PR1.04 - demonstrate an understanding of an infant's needs and schedules by participating in a baby-simulation experience;

PR3.03 - identify and describe the responsibilities parents have for children of different ages.

### Prior Knowledge & Skills:

- Information learned in Activities 1, 2, and 3 (e.g., readiness for parenthood, becoming parents, responsibilities of parenthood, safety/meeting needs of infants, etc.).

### Planning Notes

The teacher should:

- review operating instructions for safety, as well as for the care and maintenance of the electronic infant simulator (if using);
- cover the safety issues for using the electronic infant simulator; it is essential that students have this knowledge. Examples include: safe use of the ID wristband (include discussion on workplace hazards), responding to the electronic infant simulator if the student is driving, etc. (if using);
- check for proper functioning of the electronic infant simulator, ensure an adequate supply of batteries, and that necessary supplies are on hand, (e.g., diaper bags, infant carriers, clothes, etc.) if using an electronic infant simulator (Strategy 2);
- ensure the batteries are disposed of in an environmentally responsible way if using electronic infant simulators;
- prepare handouts for infant simulation project. **Note:** If using an electronic infant simulator, several sample handouts are available from companies that distribute the electronic infant simulators (Strategies 3, 5);
- determine the number of days students will carry the electronic infant simulators, how they will be distributed, what programs will be used with the electronic infant simulators (depending on the generation of the electronic infant simulator);
- advise staff that the parenting students will be involved in an electronic infant simulation project. Advise staff of the particulars of the simulation via a memo or staff meeting. If staff involvement is necessary, give details;
- if students are using manipulatives other than electronic infant simulators, ensure that appropriate safety, staff, and procedural issues are also addressed;
- prepare assessment tools. **Note:** Assessment tools implemented are dependent upon the worksheets and handouts utilized for this activity (Strategies 4, 6);
- be aware that several options exist to offer an infant simulation experience for students. For example, electronic infant simulators, egg babies, flour babies, plant babies, or toy dolls may be used. Teacher may choose to select a combination of those listed to meet the needs of their students;
- be aware that the intent of this activity is to offer some general suggestions/options for an infant simulation experience; however, several adaptations may be necessary depending on the resources available, number of students, etc.;
- That this activity can extend over several weeks/months depending on the distribution of electronic infant simulators to students;

- be aware that for students who are unable to participate in an electronic infant simulation, caring for a child/infant for a specified period may be an option. As well, other suggestions may include volunteering at a daycare, in a playschool if available, or at an elementary school (kindergarten).

### Teaching/Learning Strategies

1. As an introduction to the infant simulation experience, the teacher leads class discussion with questions:
  - What is the purpose of flight simulation training for pilots?
  - What is the purpose of space walking or shuttle simulations for astronauts?
  - Why may medical training include the use of computer simulations for some specialities?
  - What is the purpose of an infant simulation for this class?
2. The teacher introduces the infant simulation that will be used for this activity. The teacher provides demonstration of electronic infant simulator (if using). There are also videos available with the purchase of some electronic infant simulators for both teacher and student viewing.
3. The teacher provides students with an overview of the requirements for the infant simulation activity including the distribution of handouts. Some possibilities include: birth certificate, consent form for parents/guardians, student responsibility form, forms to record care of infant, etc.
4. The teachers may also choose to test the students on the use of the electronic infant simulator prior to allowing them to participate. Sample tests are included in the resource binder available with the purchase of some electronic infant simulators.
5. Other suggestions for this activity include: photographs of baby, birth announcement, and a baby book (scrapbook, journal, or diary) that includes the care provided, personal feelings during the experience, reactions from others, etc.
6. After participating in the infant simulation activity, students submit the specified handouts and/or worksheets (see Strategies 3, and 5), as well as a response to questions:
  - How realistic was the simulation?
  - What were the benefits and limitations?
  - How are real infants different?
  - How has this simulation provided you with a different perspective on infants? Or parenting?
  - How did this simulation affect you personally? For example, your energy level, sleep patterns, personal time, lifestyle, etc?
  - Did this simulation give you a good perspective on the lifestyle changes involved in caring for an infant?
  - Has this simulation helped you make any decisions about parenting? Explain.

### Assessment & Evaluation of Student Achievement

Task/Product	Tool	Purpose	Category of Achievement Chart
Infant Simulation Activities – Completed Worksheets, Reflections, etc. (Strategy 6)	Criterion Referenced Checklist and Criterion Referenced Marking Scheme	Summative	Knowledge/Understanding Communication Application

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## Accommodations

- Special needs students can watch a video on infant/child care and record a specified number of examples of care that was performed for the children. Alternately, they could record examples of care they did not realize infants/children required;
- For student enrichment, students can further research topics applicable to caring for infants. For example, SIDS, infant nutrition, infant health/medical care, etc.

## Resources

### Website

Baby Think It Over Inc. - <http://www.btio.com>

### Videos

*Childproof: Home Safety Checklist*. McGraw-Hill Ryerson. #0-02-037798-5

*Early Child Care and Education*. Magna Systems, Inc., 1992. #13

*First Days Home*. "Keeping your Baby Healthy and Happy." Illinois: The Learning Seed, 1997.

*Infancy Series* (4 videos). Magna Systems, Inc., 1991. #09,10,11,12

*Infants Crying – The First 6 Months*. Health View Library IDA Pharmacy, 1996.

*Kids and Food*. The Learning Seed. McIntyre Media, 1997. #200101-61N0

*Observation*. Magna Systems, Inc., 1993. #03

*Safe Seating in the Kid Zone*. Ottawa: Transport Canada, 1999.

*Sudden Infant Death Syndrome: An Update*. Meridian Education Corporation. McIntyre Media, 1998. #700335-61N0

## Activity 5: Careers Related to Families in Society

**Time:** 4 hours

### Description

Through the use of computer career programs, Internet searches, Library/Resource Centre and guidance resource centres, students research possible career opportunities relating to families in all stages of life. As a culminating activity, students are provided with the opportunity to reflect on the content of this unit to explore "parenting" as a career.

### Strand(s) & Learning Expectations

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

#### Overall Expectations

PRV.03 - describe the nature of and the responsibilities involved in parenting;

ISV.03 - compile and present the results of their research effectively.

#### Specific Expectations

PR3.03 - identify and describe the responsibilities parents have for children of different ages;

PR3.06 - identify and describe career opportunities related to families at all stages of the life cycle;

IS3.04 - effectively communicate the results of their inquiries, using a variety of methods and forms.

### Prior Knowledge & Skills

- Collaborative/Cooperative group skills
- Developmental stages of children (Activity 1)
- Library research skills
- Computer literacy skills

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## Planning Notes

The teacher should:

- produce a list of information for students to research on careers (e.g., job title, job description, education required, post secondary institutions offering the program, recommended/required courses, or experience, personal skills, etc.). A search on the Internet web sites provided can help generate ideas to develop this list (Strategy 2);
- book computer lab, guidance (career centre) and/or Library/Resource Centres (Strategy 3);
- assemble binder for student generated fact sheets (Strategy 4);
- ensure groups do not research the same careers (Strategy 4);
- prepare assessment tools (Strategies 4, and 5);
- be sensitive to and provide options for students who say “they will never have children in the future” with respect to Strategy 5;
- be aware that for those students participating in the enrichment activity (research survey), they should review the school/department policies on preparing and implementing a research survey;
- be aware that Strategy 5 can serve as a culminating task for the unit as it encompasses content from all activities (e.g., research project on the personal qualities, skills, and experience perceived as necessary for parenting [Activity 2, Strategy 7]).

## Teaching/Learning Strategies

1. Students are divided into groups of two or three. Each group is assigned a stage of the family life cycle (infants, toddlers, preschoolers, school aged, adolescents, young adults, midlife, and seniors). Students brainstorm possible careers related to the stage they have been provided. Then each group decides on the two or three careers they would like to research.
2. The teacher provides groups with a list of information to research for the careers they have chosen.
3. Students research careers in their guidance (career centre), Library/Resource Centre, or computer lab.
4. Groups produce computer-generated fact sheets indicating information on the careers researched by their group. Groups, present information to the class. Each individual is responsible for one career fact sheet to be submitted. All fact sheets will be assembled in a binder entitled “Career Planning Resource Binder” and will remain in the classroom to serve as a reference for students.  
**Note:** Students who wish to use the binder for personal career planning should view it as a reference only and check all information for accuracy and updates.
5. Some people feel that one of the most important jobs in their life is that of a parent or caregiver. As a culminating task, individually, students are to write a letter to their future child/children describing their future “job” or “career” as a parent. **Note:** For those students who do not see themselves as being parents in the future, their letter to a child could focus on the knowledge and skills required to deal with children in various capacities (e.g., coach, aunt/uncle, volunteer [Big Brother, Girl Guides], etc.), or the relevance of children in their future career (e.g., doctor, social worker, etc). Students should reflect on the key learnings in this unit to develop their letter (e.g., Activity 1. Strategy 4, Activity 3, Strategies 3, and 6, etc).

## Assessment & Evaluation of Student Achievement

Task/Product	Tool	Purpose	Category of Achievement Chart
Career Fact Sheet (Strategy 4)	Criterion Referenced Checklist	Summative	Knowledge/Understanding Thinking/Inquiry Communication
Letter to Your Future Child (Strategy 5)	Rubric	Summative	Knowledge/Understanding Communication Application

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## Accommodations

- Special needs students use career profiles highlighted from the textbook for their research.
- Special needs students interview a guidance counsellor in the school.
- Adjust the requirements of the career fact sheet for special needs students.
- For enrichment, students interview a professional to determine a typical day/week for that individual.
- For enrichment, students research current demographics on families and predict how the demand for the career they researched might or might not change in the future and why.

## Resources

### Teacher/Student Resource

Plue, Leo, Warren Pulmer, and Cheryl Karakokkinos, *Careers Today and Tomorrow*. Toronto: Irwin Publishing, 2000. #0-7725-2852-7

### Websites

#### Teacher Resources

Association of Colleges and Universities of Canada -

<http://www.aucc.ca/english/dcu/universities/search.html>

Canada Work Info Net - [http:// www.workinfonet.ca](http://www.workinfonet.ca)

CanLearn Interactive- <http://www.canlearn.ca/>

Career Cruising - <http://www.careercruising.com>

(available on CD-ROM or Internet for those with a paid site licence)

Globe Careers.Com - <http:// www.globecareers.com>

Mazemaster - <http://www.mazemaster.on.ca>

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

Schoolfinder.com- <http://www.schoolfinder.com>

The Canadian Careers Page - <http://www.canadiancareers.com>

Top 100 Websites for employment and Learning -

<http://www.utoronto.ca/innis/money-matter/100sites.htm>

Welcome to Job Futures - <http://www.hrdc-drhc.gc.ca/jobfutures>

Youth Resource Network of Canada - <http:// www.youth.gc.ca>

#### Videos

Exploring Careers: What's Right for You? Sunburst. #2650-QG

Your Career Search: Talking the First Step. Sunburst. #4167-QG

## Appendices

Appendix B – Rubric for Culminating Activity – A Letter to a Child (Strategy 5)

Teachers may wish to adapt the rubric for A Letter to a Child, to reflect specific content covered in the unit.

## Appendix A

### Rubric for Report on Communication Scenario (Activity 3, Strategy 5)

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
<b>Knowledge/Understanding</b> - Identifies ineffective communication patterns in scenario (e.g., lack of eye contact, closed communication, not using “I” messages, etc.)	- identifies ineffective communication patterns with limited effectiveness	- identifies ineffective communication patterns with some effectiveness	- identifies ineffective communication patterns with considerable effectiveness	- identifies ineffective communication pattern with a high degree of effectiveness
<b>Thinking/Inquiry</b> - Uses critical and creative thinking skills to analyse and solve the scenario (e.g., using problem solving skills)	- uses critical and creative thinking skills with limited effectiveness	- uses critical and creative thinking skills with some effectiveness	- uses critical and creative thinking skills with considerable effectiveness	- uses critical and creative thinking skills with a high degree of effectiveness
<b>Communication</b> -Writes report with clarity (e.g., states the problem, gives the rationale, provides a solution for the ineffective communication pattern) - Uses appropriate language conventions accurately (e.g., spelling, grammar, punctuation)	- writes report with limited clarity  - uses language conventions with limited accuracy	- writes report with some clarity  - uses language conventions with some accuracy	- writes report with considerable clarity  - uses language conventions with considerable accuracy	- writes report with a high degree of clarity  - uses language conventions with a high degree of accuracy
<b>Application</b> - Makes connections between positive communication content in the activity and how to solve ineffective communication patterns in scenario	- applies content with limited effectiveness	- applies content with some effectiveness	- applies content with considerable effectiveness	- applies content with a high degree of effectiveness

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

Teacher’s Comments/Next Steps:

Level: \_\_\_\_\_

## APPENDIX B

### Rubric for Culminating Activity: A Letter to a Child (Activity 5 – Strategy 5)

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
<b>Knowledge/ Understanding</b> - Demonstrates knowledge learned in unit pertaining to roles of parents or child caregivers e.g., positive experiences, effective parenting skills, changes occurring through the family life cycle, etc.)	- demonstrates limited knowledge pertaining to roles of parents or child caregivers	- demonstrates some knowledge pertaining to roles of parents or child caregivers	- demonstrates considerable knowledge pertaining to roles of parents or child caregivers	- demonstrates extensive knowledge pertaining to roles of parents or child caregivers
<b>Thinking/Inquiry</b> - Uses creative thinking skills to develop letter for a child (e.g., decision making skills)	- uses creative thinking skills with limited effectiveness	- uses creative thinking skills with some effectiveness	- uses creative thinking skills with considerable effectiveness	- uses creative thinking skills thoroughly with a high degree of effectiveness
<b>Communication</b> - Communicates information and ideas with clarity (e.g., identifies who, what, when, and why) - Communicates with a sense of audience and purpose (audience if for a child)  - Uses appropriate language conventions accurately (e.g., spelling, grammar, and punctuation)	- communicates information and ideas with limited clarity  - letter communicates with a limited sense of audience and purpose  - uses language conventions with limited accuracy	- communicates information and ideas with some clarity  - letter communicates with some sense of audience and purpose  - uses language conventions with some accuracy	- communicates information and ideas with considerable clarity  - letter communicates with considerable sense of audience and purpose  - uses language conventions with considerable accuracy	- communicates information with a high degree of clarity  - letter communicates with a high degree of a sense of audience and purpose  - uses language conventions with a high degree of accuracy

<p><b>Application</b>  - Transfers unit knowledge of parenting or child care giving roles to support their future parenting or care giving roles (e.g., using affective communication, guiding a child's independence and responsibility, etc.)</p>	<p>- applies unit knowledge to support future roles with limited effectiveness</p>	<p>- applies unit knowledge to support future roles with some effectiveness</p>	<p>- applies unit knowledge to support future roles with considerable effectiveness</p>	<p>- applies unit knowledge to support future roles with a high degree effectiveness</p>
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**Note:** A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Teacher's Comments/Next Steps:

Level: \_\_\_\_\_