

Families in Society

Family Studies 10–12

Blackline Masters

This blackline master package, which includes all section assignments, as well as selected worksheets, activities, and other materials for teachers to make their own overhead transparencies or photocopies, is designed to accompany Open School BC's ***Families in Society*** course. BC teachers, instructional designers, graphic artists, and multimedia experts developed the course and blackline masters.

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The Families in Society consists of one *Module* (three Sections and a Course Project), a *Source File*, the *Foundational Skills Package*, and the *Families in Society Companion Website*. Families in Society is available in both print and online versions. Families in Society components can be purchased individually. All are available from Open School BC.

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Activity 1: The Evolution of Family

Instructions: Complete the following matching activity to test your knowledge on the evolution of the family. Match the historical family with its description.

	1. These families began to live in villages and towns as technical advances emerged.	A. hunter-gatherers B. agricultural families C. pre-industrial families D. industrial families E. urban families
	2. Women and children left the home to work in factories for wages.	
	3. These families were nomadic and travelled together to look for food.	
	4. These families are difficult to define due to the changing nature of our society.	
	5. These families were the first to begin to grow food and domesticate animals.	

Activity 1: Finding the Function

Understanding the functions of the family in a practical way can be challenging. Looking at concrete examples can be a good way to understand a concept.

Instructions: Identify the family function that is best associated with each task.

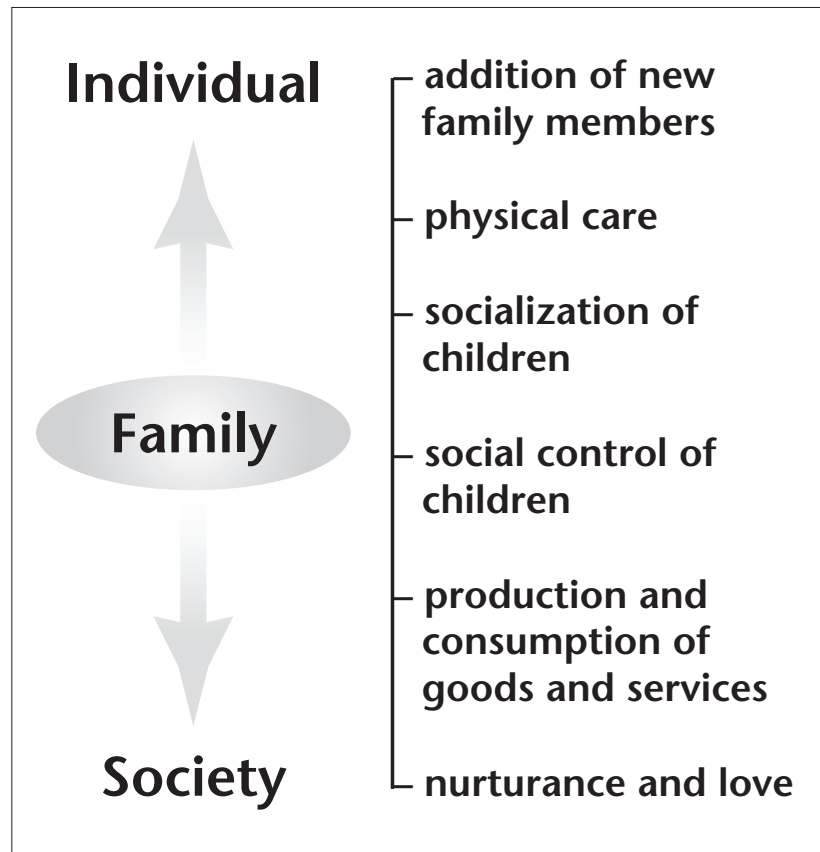
1. Teaching a three year old not to take a candy bar from a supermarket without first purchasing it:
 - a. physical care and maintenance of family members
 - b. social control of children
 - c. nurturance and love
2. Teaching children about the special celebrations of their culture:
 - a. addition of new family members
 - b. physical care and maintenance of family members
 - c. socialization of children
3. Taking an older father to a medical appointment:
 - a. physical care and maintenance of family members
 - b. socialization of children
 - c. production, consumption, and distribution of goods and services
4. Deciding to have a second child:
 - a. addition of new family members
 - b. physical care and maintenance of family members
 - c. socialization of children
5. Budgeting and shopping for the next week's meals:
 - a. social control of children
 - b. production, consumption, and distribution of goods and services
 - c. nurturance and love
6. Hugging a child after she has had a tough day at school:
 - a. social control of children
 - b. production, consumption, and distribution of goods and services
 - c. nurturance and love

Activity 2: Family Function Describing Words

Instructions: Select a word from the choices provided that best fits the sentence.

physical	negative	socialization	positive
norms	societies	intellectual	independence
love	needs	feelings	functions
			emotional support

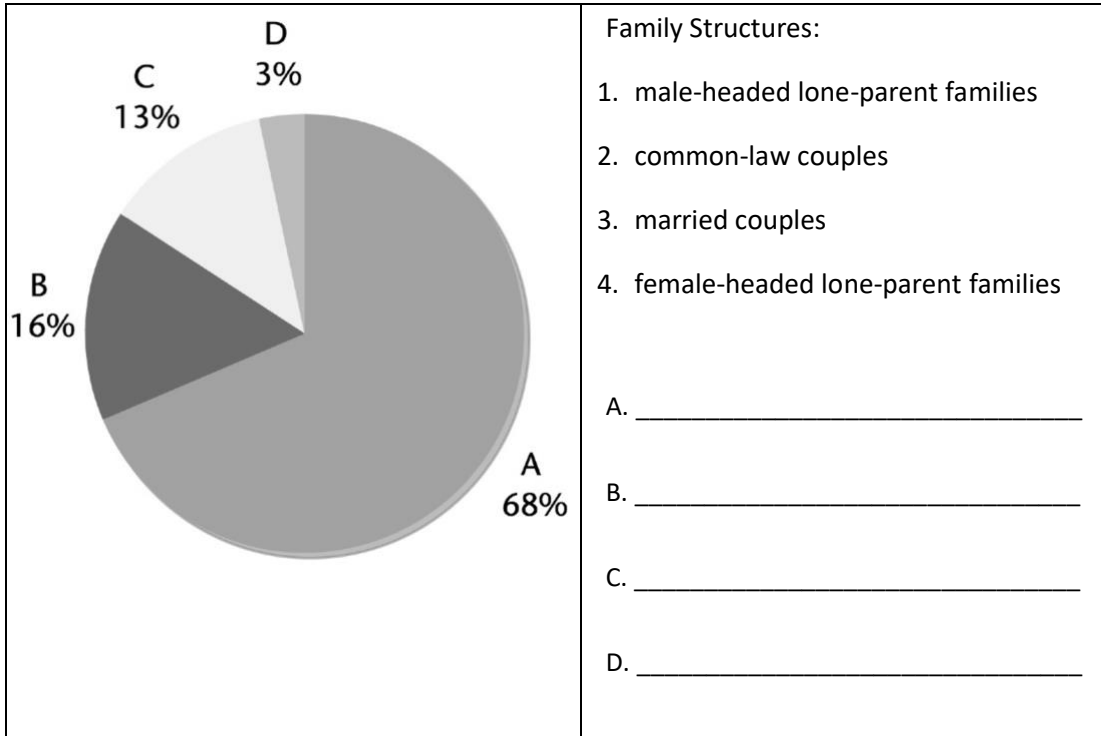
There are many _____ of the family. The functions of the family serve to make strong individuals, family units, and _____. Parents have a responsibility to ensure that the basic _____ of their children are met. Things such as food, shelter and clothing come under the category of _____ needs. Teaching a child to read and write her name and taking her to museums is meeting her _____ needs. Parents also have the responsibility to ensure that the emotional needs of their children are met through both nurturance and _____. To be emotionally healthy, a family unit must learn how to promote positive feelings and how to manage _____ feelings among its members. Emotions are _____ you have in response to thoughts, remarks, and things that happen. A family is strengthened when its members encourage _____ emotions. Saying, "I love you" to a family member is giving _____ to that person. _____ is the process whereby families help their members learn how to fit into society. Each family will have its own individual cultures, values and attitudes, but these will generally represent the general _____ of the society. When individuals learn how to take care of themselves and make good decisions, they achieve _____ and become constructive members of society.



Activity 1: Distribution of Families

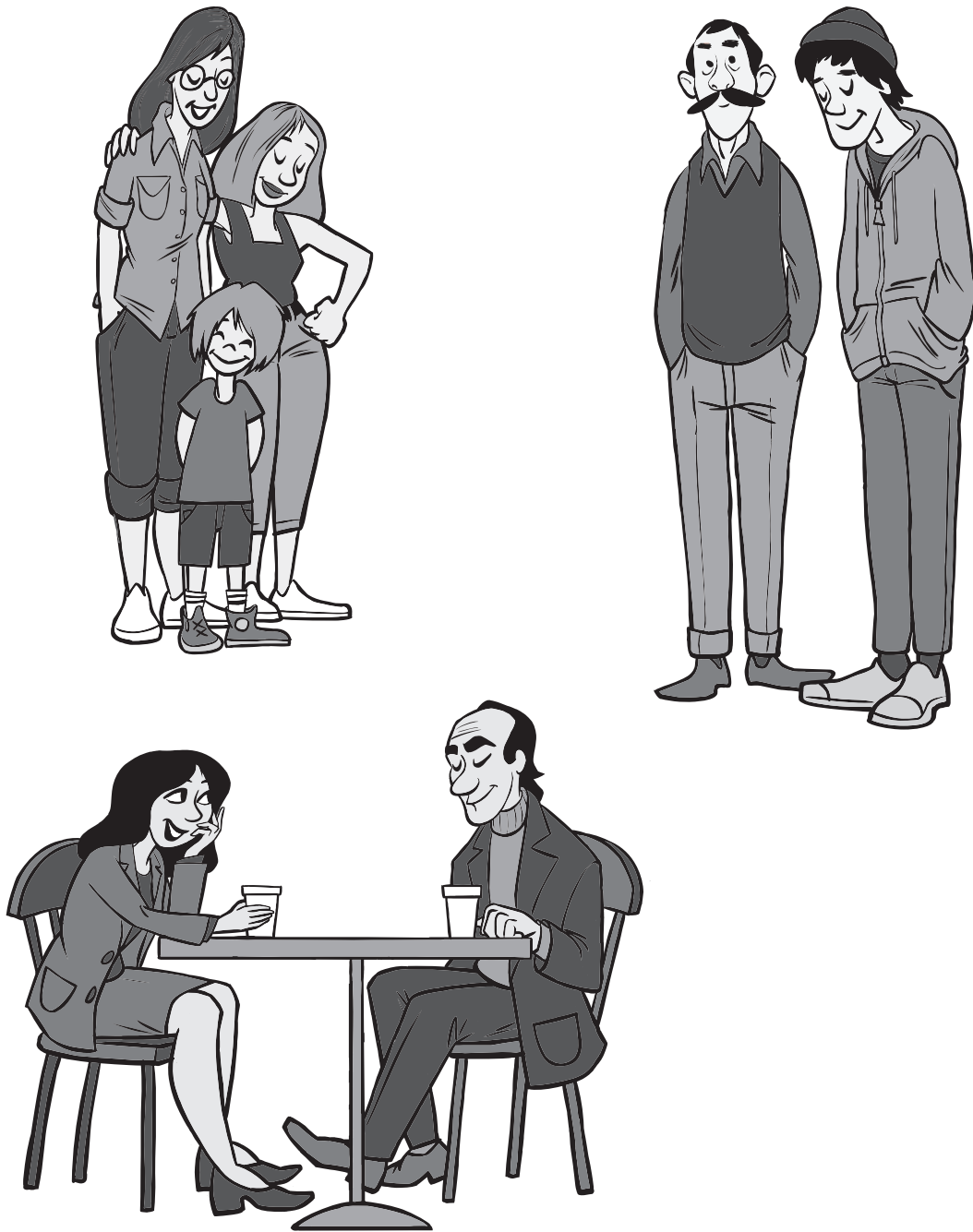
Instructions: Examine the Statistics Canada data presented in a pie chart on the distribution of families by family structure. Match the Family Structure to its percentage distribution among Canadian families.

Go to your *Foundational Skills Package* “How to Read a Chart/Graph” to help you read the following chart.



Families: Many Shapes and Sizes

When you see a family on TV, what is often portrayed is the **nuclear family**: Mom and Dad, who are married, and have one or more kids. But this is a **stereotype**—many families don't fit this mold.



Rites of passage rituals include:

Birth:

- baby showers
- naming ceremonies—
First Nations, Chinese
- Christian baptism
- circumcision
- Sal Girah—Islam

Initiation rites (adolescence):

- Jewish—bar / bat mitzvah,
- Sikh—Amrit ceremony
- Chinese—Guan Li for men and
Ji Li for women
- Islam—Shadada

Leaving the family of origin:

- engagement
- stag party / bridal shower
- travelling
- going away to school or to a
job

Marriage:

- wedding ceremony

Eldership:

- celebrating knowledge and
wisdom of elders

Death:

- grieving
- funeral rites
- wake



Activity 1: The Evolution of Family

As you have learned, Canadian families have undergone major shifts and changes—especially since the 1960s. Studying trends helps us to predict where the family may be heading in the future.

The Vanier Institute on the Family has identified 10 trends for the Canadian Family.

Instructions: The following trends were taken from the Vanier Institute’s findings. Some of these trends have been rewritten (falsely) for this exercise. Determine which statements you think are false and which are true.

1. Fewer couples are getting legally married.
 - a. true
 - b. false
2. More couples are breaking up.
 - a. true
 - b. false
3. Families are getting larger.
 - a. true
 - b. false
4. Children experience more transitions as parents change their marital status.
 - a. true
 - b. false
5. Canadians are generally dissatisfied with life.
 - a. true
 - b. false
6. Family violence is under-reported.
 - a. true
 - b. false
7. Multiple-earner families are now the norm.

- a. true
- b. false

8. Women still do most of the juggling involved in balancing work and home.

- a. true
- b. false

9. Gender inequality is improving.

- a. true
- b. false

10. The future will have fewer aging families.

- a. true
- b. false

On the Rise in Canada



- common-law unions
- lone-parent families
- childless families
- same-sex couples
- smaller households
- people living alone
- divorce rate
- delayed marriage and childbearing
- child poverty

Section 1 Assignment: Part 1

The Family Through Time

Evolution of the Family

Instructions:

Identify the time period that best reflects the statement. (5 marks)

1. New technologies and the invention of machines cause a revolution in the way work is conducted.
 - a. hunter-gatherers
 - b. agricultural families
 - c. pre-industrial families
 - d. urban industrial families
2. Craftsmen such as carpenters work in their homes where their wives and children can help them.
 - a. hunter-gatherers
 - b. agricultural families
 - c. pre-industrial families
 - d. urban industrial families
3. Women gather fruits, nuts, and grains for basic nourishment.
 - a. hunter-gatherers
 - b. agricultural families
 - c. pre-industrial families
 - d. urban industrial families
4. Families are nomadic and travel in search of food.
 - a. hunter-gatherers
 - b. agricultural families
 - c. pre-industrial families
 - d. urban industrial families
5. People begin to settle as a result of growing food and domesticating animals.
 - a. hunter-gatherers
 - b. agricultural families
 - c. pre-industrial families
 - d. urban industrial families

Timeline of the Canadian Centenarians, 1901–2006

Resources:

- *Families in Society* Source File
- *Foundational Skills Package*
- *Families in Society* Website (http://www.openschool.bc.ca/courses/families10-12/fam_soc/index.html)

Introduction:

“Timeline of the Canadian centenarians, 1901–2006” is a historical and sociological overview of significant Canadian events spanning the last century. As you learned in this lesson, social changes and historical events often have a significant impact on the family.



Instructions: View “Timeline of the Canadian centenarians, 1906–2006” on the *Families in Society* Website,

or



read “Timeline of the Canadian centenarians, 1906–2006” in your *Families in Society* Source File; then complete the activity that follows.

Identify three events with dates from the Timeline that you feel impacted the family. For each event, reflect on and explain the impact that the event may have had on the family.

Answer in complete sentences, using correct spelling and punctuation. Make your answer concise, but with the detail required to answer the question. (9 marks)

Example:

Event: 1941—Unemployment Insurance is introduced.

Significance: The introduction of Unemployment Insurance meant that many families were able to avoid living in poverty should one of the family members lose his or her job.

1. Event: _____

Significance: _____

2.Event: _____

Significance: _____

3.Event: _____

Significance: _____

Predicting Families

You have examined the history of the family in this lesson as well as looked at some key factors and events in the last 100 years that have influenced the development of the contemporary family.

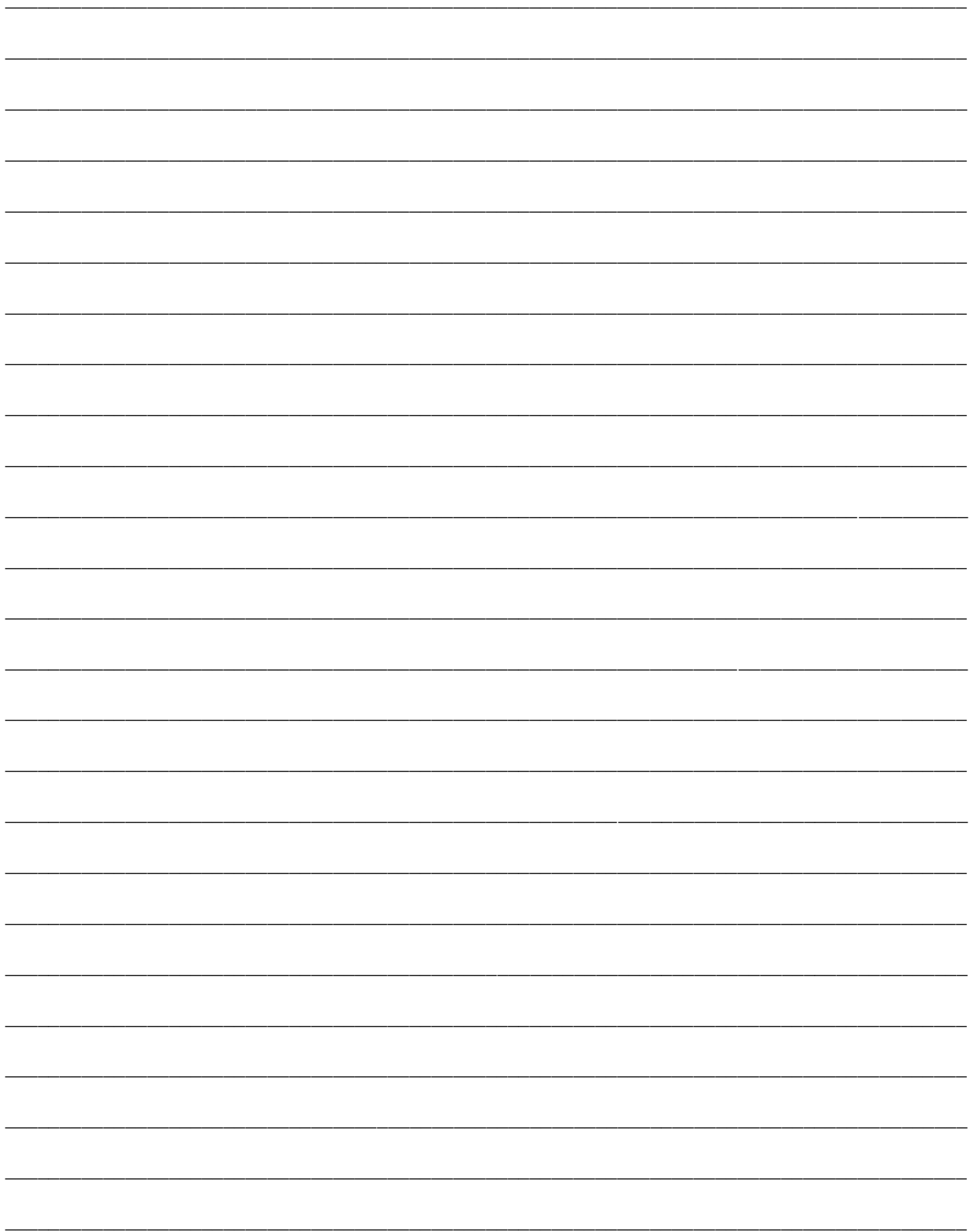
Instructions: In a paragraph, describe how you think the contemporary family may be different in year 2050. What factors or trends are developing in today's society that might influence the fabric of tomorrow's family? Identify at least two factors/trends. Your paragraph should be approximately 150 words.

(6 marks)



Go to your *Foundational Skills Package* and review “Paragraph Structure.”

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Evaluation Guidelines	Marks
Evolution of the Family 1 mark per question	5
Timeline of the Canadian Centenaries, 1901–2006 1 mark for each question identified from the Timeline 2 marks for a clear and plausible explanation for the significance of each event	3 6
Predicting Families Paragraph Scoring Guide	6
Total Marks	/20

Section 1 Assignment: Part 2

Functions of the Family

Instructions: Choose either option A or B. Write a 150-word paragraph to complete this assignment. (12 marks)

Option A

What two family functions did your family value the most when you were growing up? Give two to three examples of how these functions were performed and valued.

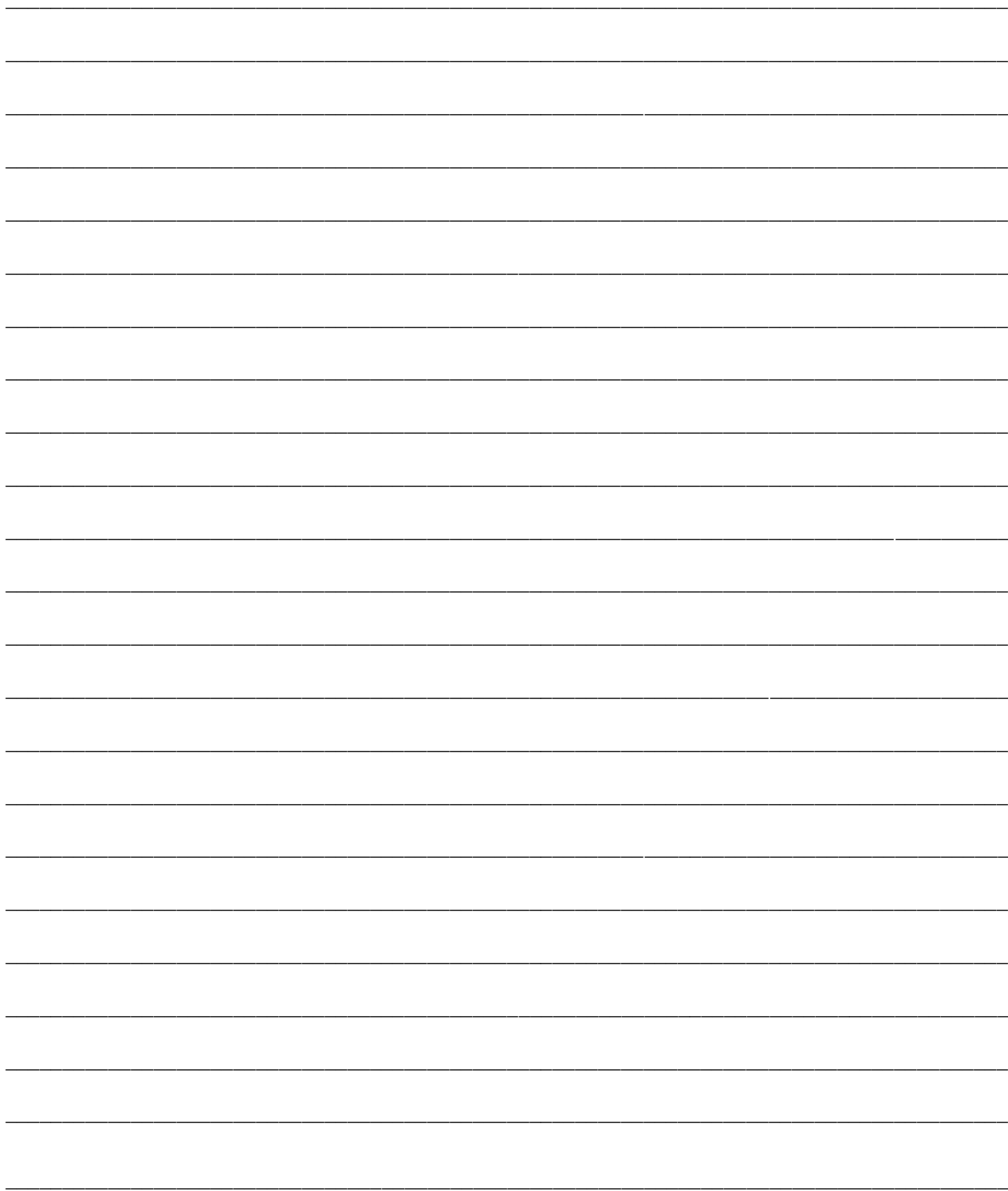
Example:

Socialization was an important function in my family. My parents and grandparents passed on their beliefs and instilled an appreciation of our culture by taking us to the temple every week and celebrating cultural and religious holidays with our community. They also took us on trips back to India where we visited the cities where my grandparents lived. We also met many aunts, uncles, and cousins that we had never known before. This helped me have a sense of my family’s history and a greater appreciation of my culture. My parents also provided my brothers and me with much nurturance and love by showering us with affection and telling us that they loved us on a regular basis. No matter what trouble I got into as a kid—and it was a lot—my mother and father always made me feel loved and cared for.

Option B

If/when you have a family of your own, what two family functions will you value the most? Give two to three examples of things you would do to perform these functions.

Evaluation Guidelines	Marks
Paragraph Scoring Guide x 2	12
Total Marks	/12



Section 1 Assignment: Part 3

Families Today and Tomorrow

Resources:

- *Families in Society* DVD



Instructions: Review the video “Families Today and Tomorrow” on the *Families in Society* DVD and information from the lesson to answer the following questions. (10 marks)

1. What relatives live together in the Le family to make up an extended family? Include four types of relatives. (2 marks)

2. Which family member(s) are responsible for disciplining children in the Le family? (1 mark)

3. How can extended families be useful in today’s fast-paced environment? (2 marks)

4. How is a blended family formed? (1 mark)

5. How is the Census family defined in “Families Today and Tomorrow?”
(1 mark)

6. What family structure best describes your family? Explain. (2 marks)

7. What do recent statistics tell us about the presence of the traditional nuclear family in Canada?
(1 mark)

Evaluation Guidelines	Marks
See individual questions for marks	10
Total Marks	/10

Section 1 Assignment: Part 4

The Future of Canadian Weddings

Resources:

- *Families in Society* Source File

Introduction: One outcome of Canada's multicultural society is that an increasing number of people from different ethnic, racial, and cultural backgrounds are marrying. And with an increase in immigration, this number will only increase. How are these couples managing to represent both of their cultures in their wedding ceremonies? Read on to find out the choice one Ontario couple made.

Instructions: Go to the *Families in Society* Source File and read the article "Mixed-Race Families More Common." Answer the following questions based on the article you have just read. (10 marks)

1. Why did Daphne and Vivek decide to have a double wedding ceremony instead of a hybrid wedding ceremony?

2. Why does Minelle Matahni believe that mixed marriages will be the wave of the future?

3. Identify two positive social implications of mixed marriages.

4. What component of the Hindi wedding ceremony did Daphne objective to?

5. What is Daphne's approach to child rearing and cultural integration?

Evaluation Guidelines	Marks
2 marks per question	10
Total Marks	/10

Section 1 Assignment: Part 5

Rites of Passage

Resources:

- *Foundational Skills Package*
- *Families in Society Website*
http://www.openschool.bc.ca/courses/families10-12/fam_soc/index.html

Rites of passage are ceremonies or rituals that mark a change in a person's life. That change could be social, cultural, or spiritual. Almost all cultures celebrate rites of passage in a person's life.

The rites of passage themselves may be quite diverse, but are often marked by some type of ceremony that surrounds it.

For example, in North American society, high school graduation is a rite of passage and the ceremony that surrounds it, or honours it, is the prom. Marriage is a significant rite of passage for many and the ceremony that surrounds it is often a reception party.

Instructions: You have two choices for this section assignment; choose one.
(24 marks)

Choice One:	Choice Two:
Your task is to research a rite of passage from a society, culture, or religion other than your own.	Your task is to design a personal rite of passage to mark an important life transition.

Content: Regardless of the option you choose, the content of your presentation must include answers to the following questions:

- What is the purpose of the rite of passage?
- Is the rite social, cultural, or religious? Or is it personal?
- What transition does the rite of passage reflect? (i.e. from childhood to adulthood)
- What ceremony, or ceremonies, are linked to this rite?
- In what ways does this rite of passage include the family?
- Give a description of the ceremony, including the relevant people, objects, food, and rituals.

Presentation: You will present your rite of passage in a verbal/visual manner. For example, you could present your research in the form of a poster, a webpage, or a slideshow.

Your presentation must include the following:

- Use at least 3 visuals that accurately reflect the content of presentation.
- Use appropriate titles and captions to direct the viewer to the content.
- Use bullets and tables to present information in a chunked format rather than in written paragraphs.
- Use visually appealing materials, which follow the principles of layout and design.
- Appropriately cite the sources you have used in your research and any images you have included that

were not originally created.

Note: You may place your citation or reference information on the back of your poster, or on the last page of your slide show.



Go to your *Foundational Skills Package* and review “Creating a Visual Design.”

Or



View “Creating a Visual Design” on your *Families in Society Website* to learn how to develop an effective visual presentation.

http://www.openschool.bc.ca/courses/families10-12/fam_soc/index.html

Need some help to get going? Consider the following topics, or generate one of your own!

Birth:

- baby showers
- naming ceremonies—First Nations, Chinese
- Christian baptism
- circumcision
- Sal Girah—Islam

Initiation Rites (Adolescence):

- Jewish—bar / bat mitzvah
- Christian—First Communion or Confirmation
- Sikh—Amrit ceremony
- Chinese—Guan Li for men and Ji Li for women
- Islam—Shadada
- High school graduation

Leaving the Family of Origin:

- engagement
- stag party / bridal shower
- wedding
- death
- Stone-moving ceremony—First Nations
- Wake—Ireland



Go to your *Foundational Skills Package* and review “Citing your Sources.”

You will be assessed on the quality, accuracy, and completeness of your information, as well as the effectiveness of your visual presentation. Use the Visual Design Scoring Guide to help create your design.

Evaluation Guidelines	Marks
Visual Design Scoring Guide x 4	24
Total Marks	/24

Section 1 Assignment: Part 6

Family Time

Many Canadians are spending less time with their families than they did 20 years ago. A 2005 Statistic Canada study found that the average time workers spend with their families has declined from 4 hours and 10 minutes per day in 1986, to about 3 hours and 25 minutes in 2005. That's a decline of 45 minutes per day. What are the factors that have contributed to this decrease in family time? Let's look at the Wong family to investigate this trend.

Instructions: Read the following case study and answer the questions that follow. (8 marks)

Case Study: Meet the Wongs

The Wongs represent an average British Columbian family. The Wongs live with their two children, Mark 13 and Sarah 11, in Richmond. Mrs. Wong is a physiotherapist who commutes close to an hour a day each way to and from her clinic in Burnaby. Mr. Wong is a teacher in Vancouver who commutes 45 minutes each way to and from his school. Sarah is still in elementary school, which is walking distance from her home, while Mark is attending a junior high which is a bus ride away.

The Wong household is busy with family members keeping different hours. Mrs. Wong typically works 10:00–6:00, not arriving home until nearly 7:00. Mr. Wong is typically home by 4:00 to be with Sarah, especially on the days when Mark stays at school late. Mr. Wong often works later in the evening on his marking and preparation.

Mr. Wong takes Sarah to her piano lessons Tuesday and Thursday from 7:00–8:00 and picks Mark up from a friend's house after basketball practice the same two evenings. Saturdays are typically filled with the kids' activities, friends, and basic errand running and house cleaning. The family sets aside Sunday night for family time.

Typically, family members fend for themselves for dinner on week nights eating weekend leftovers or frozen dinners. Mrs. Wong occasionally picks up pizza on her way home. Mr. Wong's only downtime is his chance to watch the news between 5:00 and 6:00, and possibly read some of the paper. Mrs. Wong likes to watch a gameshow or two on TV in the livingroom to settle after she gets home and before she gets the kids ready for bed and a load of laundry in the wash.

Both kids are involved in extra curricular activities, but also spend a lot of time on the computer. Each child has one in his or her bedroom. They also like to watch TV in the recreation room downstairs.

Mr. Wong was off work for a total of almost two weeks last school year from a series of colds he had. Mrs. Wong had to take a week off without pay to extend her vacation time to combat the exhaustion she was feeling. Mr. and Mrs. Wong often feel dissatisfied with the amount of quality time their family spends together, but aren't sure how to improve the situation. They fear their family will spend less time together as the kids get older.

1. Identify two factors that limit the time the Wong family spends together. (2 marks)

2. Identify at least one economic implication that results from work-family stress like the Wongs are under.
(1 mark)

3. Identify at least one social implication that results from work-family stress like the Wongs are under.
(1 mark)

4. Identify at least one political implication that results from work-family stress like the Wongs are under.
(1 mark)

5. Recommend three practical strategies the Wong family could implement to help organize their daily lives to help the family spend more quality time together. (3 marks)

Evaluation Guidelines	Marks
See individual questions for marks	8
Total Marks	/8

Section 1 Assignment: Part 7

The Changing Family Structure

Resources:

- *Foundational Skills Package*

As you have learned in this section's lessons, the composition and the structure of the Canadian family are not the same today as they were fifty years ago. The types and sizes of families, and the notion of who makes up a family, have changed over time.

Statistics Canada is an organization that collects information on our national profile through a national census that is conducted every five years. Through the census, Statistics Canada is able to provide us with interesting statistics on a number of topics, including the family.

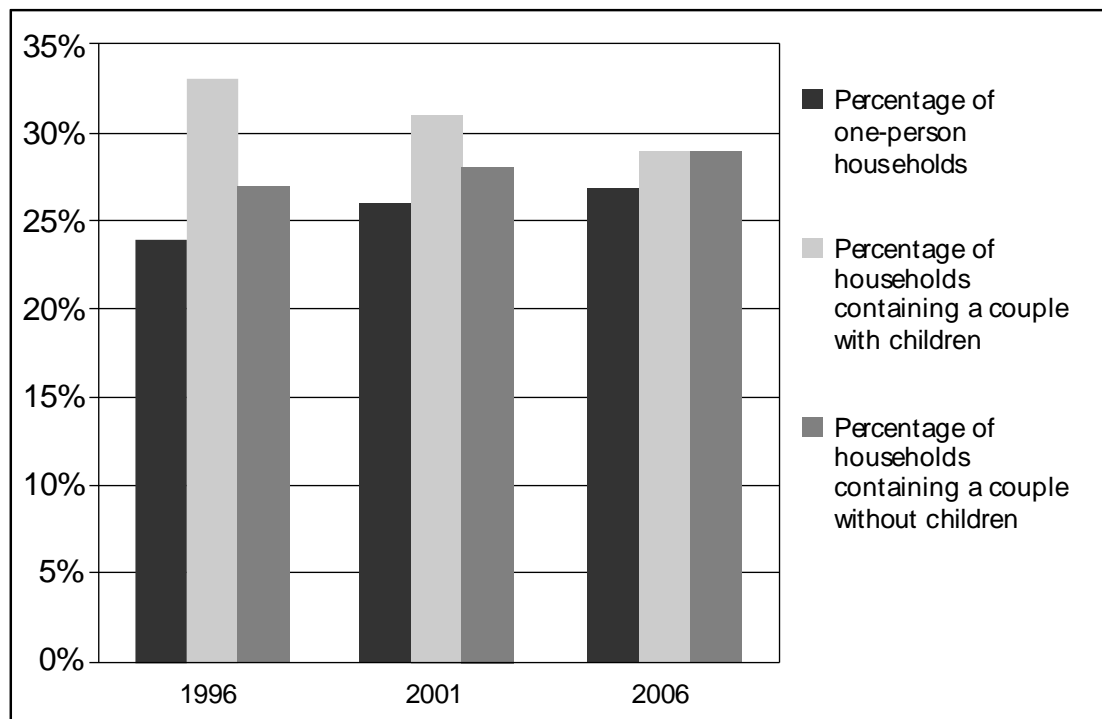
The publication of national statistics every five years helps Canadians to identify emerging trends in Canadian society. The raw numbers only provide us with trends; they don't explain the reasons behind those trends. To analyze the data, we must also consider social, legal, and economic changes, which may underlie the statistics.

Instructions: Carefully analyze the following chart containing information from Statistics Canada 2006 Census and answer the questions that follow.

(5 marks)



Go to your *Foundational Skills Package* and review "How to Read a Chart/Graph."



1. In what census year was the percentage of households containing a couple with children highest?
 - a. 1996
 - b. 2001
 - c. 2006
2. In what census year was the percentage of households containing a couple without children highest?
 - a. 1996
 - b. 2001
 - c. 2006
3. In what census year was the percentage of one-person households the highest?
 - a. 1996
 - b. 2001
 - c. 2006
4. The trend of the percentage of households containing a couple with children from 1996-2006 is
 - a. rising.
 - b. declining.
 - c. remaining constant.
5. The trend of the percentage of households containing one person from 1996-2006 is
 - a. rising.
 - b. declining.
 - c. remaining constant.

Evaluation Guidelines	Marks
1 mark for each correct answer	5
Total Marks	/5

Section 1 Assignment: Part 8

The Changing Family Structure

Resources:

- *Families in Society* Source File
- *Foundational Skills Package*

As you have learned through the various readings and activities in this section, social, legal, and economic conditions over the last 100 years have had an impact on the family structure. You have viewed presentations, read articles, viewed graphs and charts, and completed activities to help you understand some of the significant trends in family structures. Now, you will have the opportunity to interpret data and demonstrate your understanding of one Canadian trend through the form of a multi-paragraph composition.



In preparation for completing this assignment, go to your *Foundational Skills Package* and review “Being an Active Reader,” “Writing Process” and “Multi-paragraph Composition Structure.”

Instructions:

Step 1:



Read “One Hundred Years of Families” in your *Families in Society* Source File. As you read the article, carefully examine the graph titled “Until 1971, the majority of lone parents were widowed” on page 9.

Step 2:

Write a five-paragraph composition on the following topic:

The marital status of lone parents between 1931 and 1996 has shifted significantly. Examine the graph titled “Until 1971, the majority of lone parents were widowed” on page 9 to identify the trends in these percentages. Referencing the article, and other resources from this section, write a composition identifying significant social, legal, and economic conditions that have contributed to these trends. (24 marks)

Your composition should be structured as followed:

- Paragraph 1: This paragraph should be an introduction to your composition and include a thesis statement that identifies the trends in the marital status of lone parents between 1931 and 1996.
- Paragraph 2: This paragraph should identify and explain one social condition that has contributed to this trend.
- Paragraph 3: This paragraph should identify and explain one legal condition that has contributed to this trend.
- Paragraph 4: This paragraph should identify and explain one economic condition that has contributed to this trend.
- Paragraph 5: This paragraph should draw your composition to a conclusion. Consider ending your composition with a prediction for this trend in the next 10 years.

Evaluation Guidelines	Marks
Multi-paragraph Scoring Guide x 4	24
Total Marks	/24

Section 1 Assignment: Part 8

Journal Entries

What Is a Journal?

A Journal is your place to record your ideas, feelings, questions, and reflections about all that you encounter in Family Studies. Your Journal is, more specifically, a way to practice using the concepts and ideas studied in your course work. The Journal will be collected and marked at the end of each section.

Typically, people writing in a journal, diary, or web log use reflective writing, especially when relaying events from their personal life, expressing an opinion, or sharing their feelings about anything. Reflective writing is especially useful as a tool to help you connect to and cement with your learning. Any journal should include reflective writing; it helps learners to not only remember what they learned, but also to express their feelings about a topic. It also enables students to share questions about their course performance and express any connections felt between current and past learning as well as any thoughts for the future.

The following sample of journal writing is also an example of reflective writing. "I thought the article about needle exchange depots was balanced in how it addressed both sides of the issue. I wouldn't want to have a needle exchange near my house because I have kids and I don't want them exposed to local crime. But I think they are really necessary in helping to reduce illness and the spread of disease."

The intention is for you to have a personal place to take note of, and pride in, all that you have read, learned and enjoyed in this challenging and rewarding course. Submitting your Journal also gives your teacher insight into your learning process.

There are no specific guidelines for the recommended length of an entry, but in general you should aim for 125 words unless otherwise specified. Although you are not marked on the quality of your written expression, avoid spelling or grammatical errors, and write in the first person.

Complete each journal entry in the space provided.

How Will My Journal Be Evaluated?

You will submit your Journal to your teacher at the end of each section. You must submit work of good quality to earn full marks. Do not wait until the last minute to scribble down a few quick ideas.

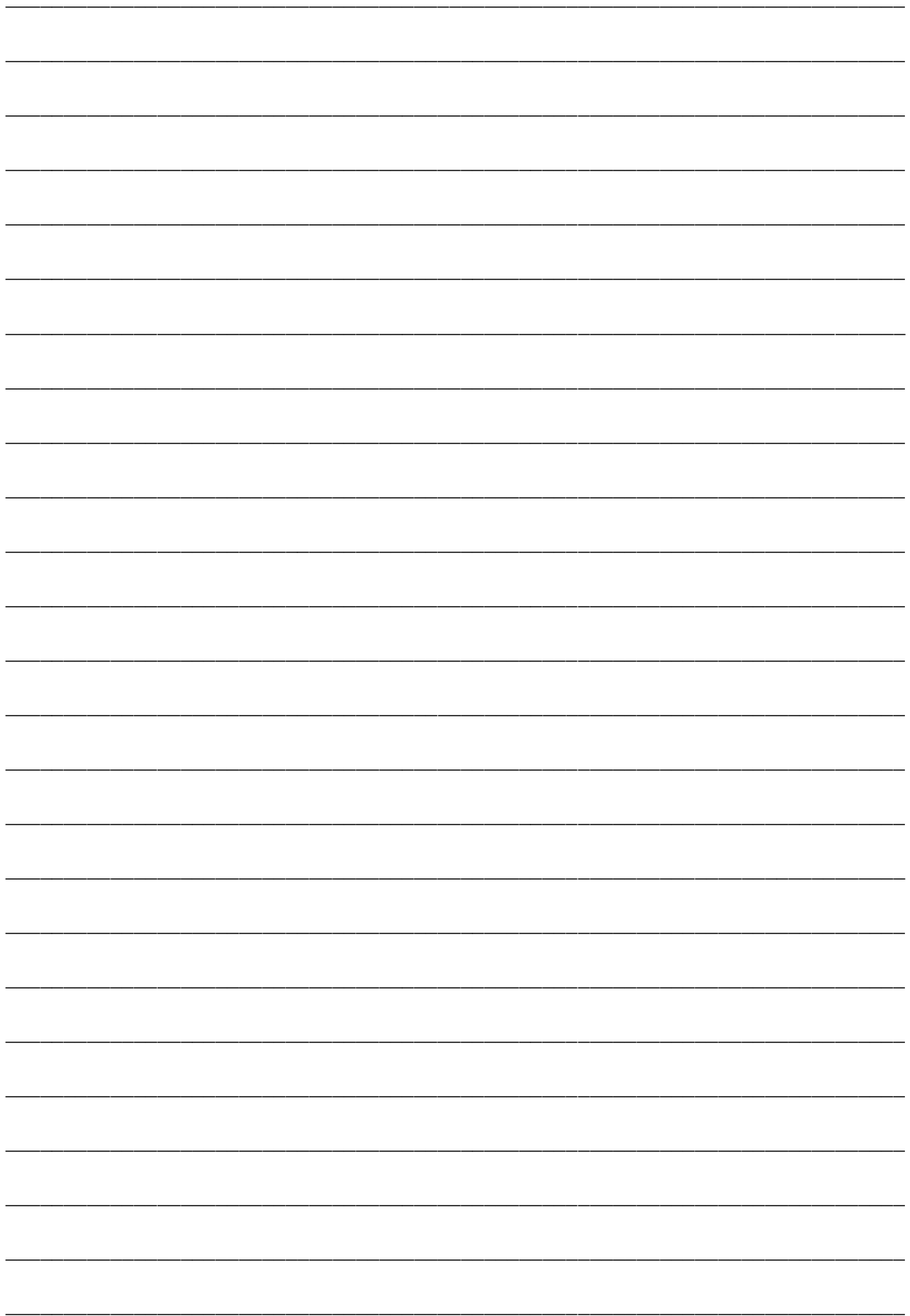
When you submit all the entries from one section, your teacher will mark each Journal entry, based on the Journal Scoring Guide. Each Journal entry is worth 4 marks, for a total of 12 marks per section.

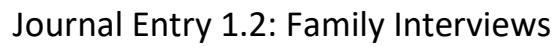
Evaluation Guidelines	Marks
Journal Scoring Guide per entry	4
Total Marks	/12



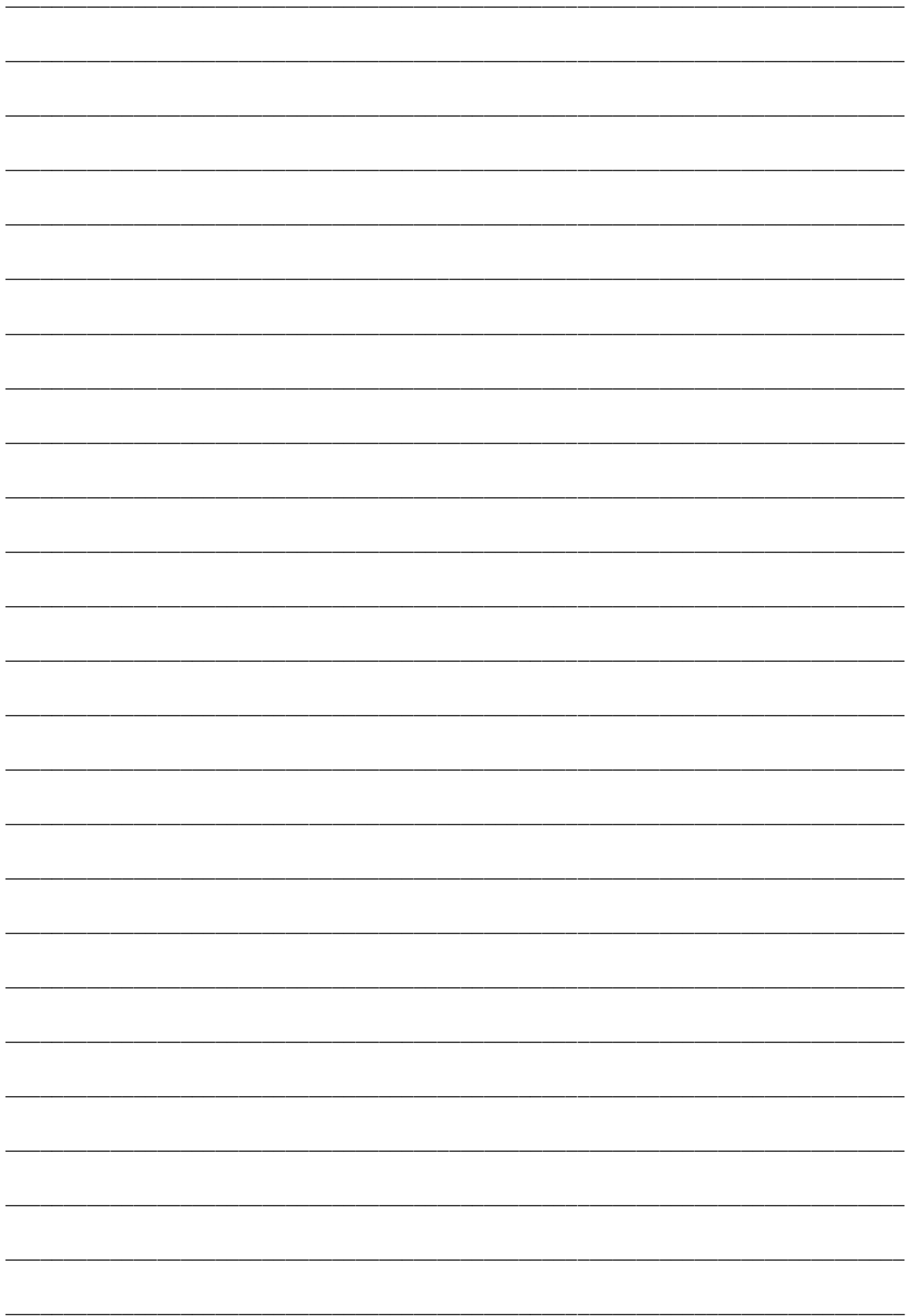
Write a one to two paragraph entry comparing your definition of family with the ones provided. Which definition was closest to yours? Did one of the definitions best describe family for you? Include your original definition in your entry.

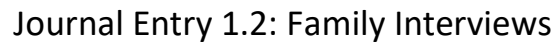
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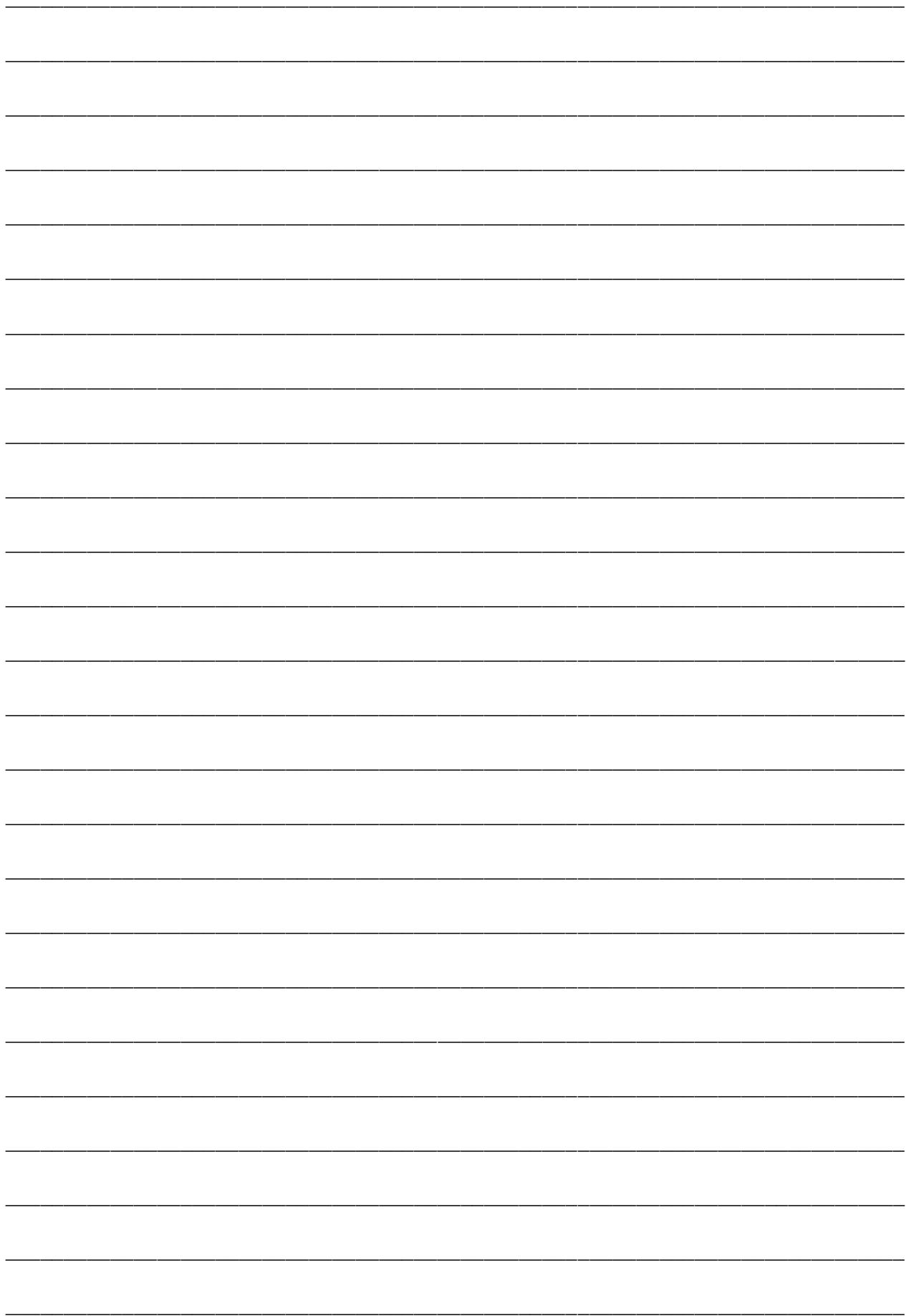




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Activity 1: What's Your Role?

Instructions: Identify four roles that you fill in your daily life: two family roles and two non-family roles. You can choose roles identified in the lesson or come up with different roles. For each role, list three responsibilities related to that role. Use the following template, putting yourself in the centre. The role of student is completed for you as an example.

Example: Role: Student

Responsibilities:

- to attend class
- to complete assignments on time
- to prepare for exams

The diagram consists of a central circle labeled "You!". Four lines extend from this circle to the centers of four rectangular boxes arranged in a square around it. Each box is divided into two sections: the top section for a role and the bottom section for three numbered responsibilities.

Family Role:	Family Role:
Responsibilities:	Responsibilities:
1.	1.
2.	2.
3.	3.

Non-family Role:	Non-family Role:
Responsibilities:	Responsibilities:
1.	1.
2.	2.
3.	3.

Activity 2: Role Match

In this activity, you are going to consider examples of family members performing a variety of functions.

Instructions: Select the best role to match the example.

1. Mom makes sure that her son's backpack has food and a change of clothes before she takes him to childcare.
 - a. caregiver
 - b. disciplinarian
 - c. provider
 - d. money manager
2. Dad takes away his daughter's cell phone until she gets caught up in her homework.
 - a. caregiver
 - b. disciplinarian
 - c. provider
 - d. money manager
3. Mom takes a 1 when dad loses his.
 - a. caregiver
 - b. disciplinarian
 - c. provider
 - d. money manager
4. Dad takes his son to the dentist.
 - a. caregiver
 - b. disciplinarian
 - c. provider
 - d. money manager
5. A step-dad sets up a tuition savings account for his son and step kids.
 - a. caregiver
 - b. disciplinarian
 - c. provider
 - d. money manager

6. An older brother babysits his siblings every day after school.
 - a. caregiver
 - b. disciplinarian
 - c. provider
 - d. money manager

7. An older sister takes a part-time job while going to college to cover some of the family's expenses.
 - a. caregiver
 - b. disciplinarian
 - c. provider
 - d. money manager

Division of Labour in the Family: Who does what?

If you were a housewife in the 1950s, you may have read a magazine article something like this one.

A Guide for the Wife, circa 1955:

Have dinner ready. Plan ahead, even the night before, to have a delicious meal ready, on time for his return. This is a way of letting him know that you have been thinking about him and are concerned about his needs. Most men are hungry when they come home and the prospect of a good meal (especially his favourite dish) is part of the warm welcome needed.

Prepare yourself. Take 15 minutes to rest so you'll be refreshed when he arrives. Touch up your make-up, put a ribbon in your hair and be fresh-looking. He has just been with a lot of work-weary people.

Be a little gay and a little more interesting for him. His boring day may need a lift and one of your duties is to provide it.

Clear away the clutter. Make one last trip through the main part of the house just before your husband arrives.

Gather up schoolbooks, toys, paper, etc., and then run a dust-cloth over the tables.

Over the cooler months of the year you should prepare and light a fire for him to unwind by. Your husband will feel he has reached a haven of rest and order, and it will give you a lift too. After all, catering for his comfort will provide you with immense personal satisfaction.

Prepare the children. Take a few minutes to wash the children's hands and faces (if they are small), comb their hair and, if necessary, change their clothes. They are little treasures and he would like to see them playing the part. Minimize all noise. At the time of his arrival, eliminate all noise of the washer, dryer, or vacuum. Try to encourage the children to be quiet.

Be happy to see him.

Greet him with a warm smile and show sincerity in your desire to please him.

Listen to him. You may have a dozen important things to tell him, but the moment of his arrival is not the time. Let him talk first—remember, his topics of conversation are more important than yours.

Make the evening his. Never complain if he comes home late or goes out to dinner, or other places of entertainment without you. Instead, try to understand his world of strain and pressure and his very real need to be at home and relax.

Your goal: Try to make sure your home is a place of peace, order, and tranquility where your husband can renew himself in body and spirit.

Don't greet him with complaints or problems.

Don't complain if he's late home for dinner or even if he stays out all night. Count this as minor compared to what he might have gone through that day.

Make him comfortable. Have him lean back in a comfortable chair or have him lie down in the bedroom. Have a cool or warm drink ready for him.

Arrange his pillow and offer to take off his shoes. Speak in a low, soothing and pleasant voice.

Don't ask him questions about his actions or question his judgment or integrity. Remember, he is the master of the house and as such will always exercise his will with fairness and truthfulness. You have no right to question him.

A good wife always knows her place.

Activity 2: Personality Plus!

Do your personality traits match your birth order? Now is your chance to test out this theory of birth order to see if it applies to you!

Instructions: The following chart has a number of different personality traits that tend to fit together depending on birth order. Follow the instructions to see if yours fit!

1. Tick six personality traits that best describe you.

<input type="checkbox"/> demanding	<input type="checkbox"/> dependable	<input type="checkbox"/> independent
<input type="checkbox"/> bossy	<input type="checkbox"/> loner	<input type="checkbox"/> responsible
<input type="checkbox"/> unforgiving	<input type="checkbox"/> scholarly	<input type="checkbox"/> indecisive
<input type="checkbox"/> adventurous	<input type="checkbox"/> peacemaker	<input type="checkbox"/> manipulative
<input type="checkbox"/> organized	<input type="checkbox"/> funny	<input type="checkbox"/> friendly
<input type="checkbox"/> perfectionist	<input type="checkbox"/> competitive	<input type="checkbox"/> private
<input type="checkbox"/> precocious	<input type="checkbox"/> secretive	
<input type="checkbox"/> serious	<input type="checkbox"/> charming	

2. Now look at the personality traits grouped according to birth order, and tick off the personality traits you identified.

First Born	Middle Born	Last Born	Only Child
responsible scholarly organized independent bossy serious	peacemaker friendly indecisive competitive perfectionist secretive	adventurous funny charming demanding precocious manipulative	independent loner dependable demanding unforgiving private
Famous Firsts	Famous Middles	Famous Lasts	Famous Onlys
Prime Minister Stephen Harper Hillary Clinton J.K. Rowling William Shakespeare Bruce Willis	Bill Gates Margaret Atwood Princess Diana Madonna John F. Kennedy	Jim Carrey Eddie Murphy Whoopi Goldberg Cameron Diaz	Leonardo Da Vinci Tiger Woods—golfer Rudy Guiliani—9/11 mayor of New York City

3. Do the traits you selected match with your own birth order? Does the theory of birth order prove to be true in your mind?

Activity 1: Personal Values Assessment

Read the previous table of tangible and intangible values.

Instructions: Consider your lifestyle and what you spend time doing. Are your activities dependent on “things”? Or do you spend more time enjoying the intangibles in life?

Add to the chart—list at least five tangible and five intangible values that are important in your life. Can you add more easily to one side of the chart than to the other?

Tangible Values	Intangible Values
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

You might notice that there is a relationship between your tangible and intangible values. For example, an intangible value may be personal freedom, and a tangible value that relates to that could include such items as vehicles or skateboards. These tangible values may help you achieve the lifestyle associated with your intangible values.

Activity 2: The Values Test

Think about the influences that determine value systems. Our personal values are formed by learning and growing and the environments we are exposed to. Consider the factors that helped form your values.

Instructions: Put an X in each column if the persons or influences have had an impact on forming your values. There may be more than one X for each value, or it may be left blank if that value doesn't apply to you.

Value	Family	Peers	Community (teachers, religious leaders)	Popular Culture (TV, books, music)
Loyalty				
Physical Appearance				
Wisdom				
Education				
Pleasure				
Wealth				
Creativity				
Trustworthiness				
Integrity				
Independence				
Work				
Honesty				
Community				
Prestige				
Religious Faith				
Security				
Fun				
Popularity				
Love				
Health				
Justice				
Family Life				
Environment				

Section 2 Assignment: Part 1

Meet the Brown Family

Resources:

- *Foundational Skills Package*

The following case study is an example of the sort of information that might appear in a Youth and Child Care report. It is about a fictional family—the Browns—and a decision they have made about applying to be foster parents. In British Columbia, individuals can apply to the Ministry of Children and Family Services to care for—or foster—children in need of a safe environment. Foster children are those that are removed from their family home because their parents are temporarily unable to care for them, perhaps because of illness, loss of income or accommodation, or physical or substance abuse.

Instructions: Read the case study on the Brown Family and consider the roles and responsibilities of each member. You will use the information from the Case Study to sort the members into their respective roles.

Case Study: Meet the Brown Family

Background Information (Youth and Child Care worker report)

Jim and Sylvia Brown have been married for seven years. They have four children in their family. Matthew (age 12) and Julia (age 11) are Jim's children from his first marriage to June, who died from an illness two years before he married Sylvia. Sylvia was married to Jason Greenway for a brief time before she met Jim. Jason Greenway is the father of her daughter Amelia, also age 11. He provides Sylvia with child support payments. Jim and Sylvia also had a child together, Simon, age 5. The family is being assessed by the Ministry of Children and Families for suitability as Foster Parents.

Reasons for application:

Jim: I am an only child, and could always rely on my parents and extended family for support. When my first wife passed away, I had a lot of support from my wife's parents and members of the church. I would like to be able to help kids whose families are having a hard time.

Sylvia: When I was a kid, both my parents were alcoholics and my brothers and I were removed from them. I lived with a bunch of different foster families until I was placed with the Stevenson's. I lived with them for eight years, until I went to college. They are still a part of our lives; in fact, Simon went to them for childcare until he started Kindergarten. Jim and I both feel we want to give something back, for different reasons.

Childcare Worker's Notes:

Jim works full time as a mechanic.

Sylvia does not work outside the home.

Sylvia has joint custody of Amelia, shared with Jason Greenway.

Matthew is responsible for walking Julia, Amelia, and Simon home from the bus on days they are not picked up, and babysitting them on Thursdays when Sylvia is at Walking Club.

Jim's first wife's parents (the Cutters) take care of Matthew and Julia every other weekend.

All children share in family chores.

On evenings when all children are home, the family has a formal, sit-down dinner.

In pairs, the children take turns walking the family dog.

Sorting the Brown Family

Step 1: Venn Diagram

Organize the members of the Brown Family in the three-way Venn diagram. (4 marks)

Jim Brown

Sylvia (Greenway) Brown

Matthew Brown

Julia Brown

Simon Brown

Amelia Greenway

Jason Greenway

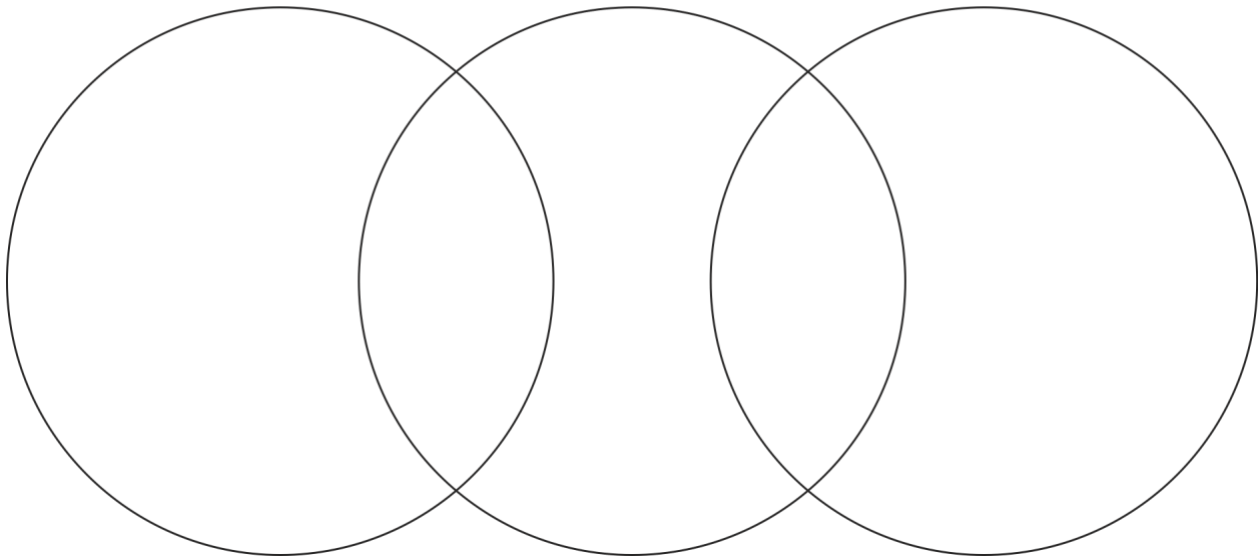
Grandma and Grandpa Cutter

Note: You may use only first names of the family members to fill in the diagram.

The Greenway Family

The Brown Family

The Cutter Family



Step 2: Roles and Responsibilities

Select three family members and identify a role that each of the three plays. Then list two responsibilities that show how each family member fulfills this role. (6 marks)

Family Member	Role	Responsibilities
Example: Simon Brown	Student	Attends kindergarten; takes bus home; and obeys his brother.
1.		1. 2.
2.		1. 2.
3.		1. 2.

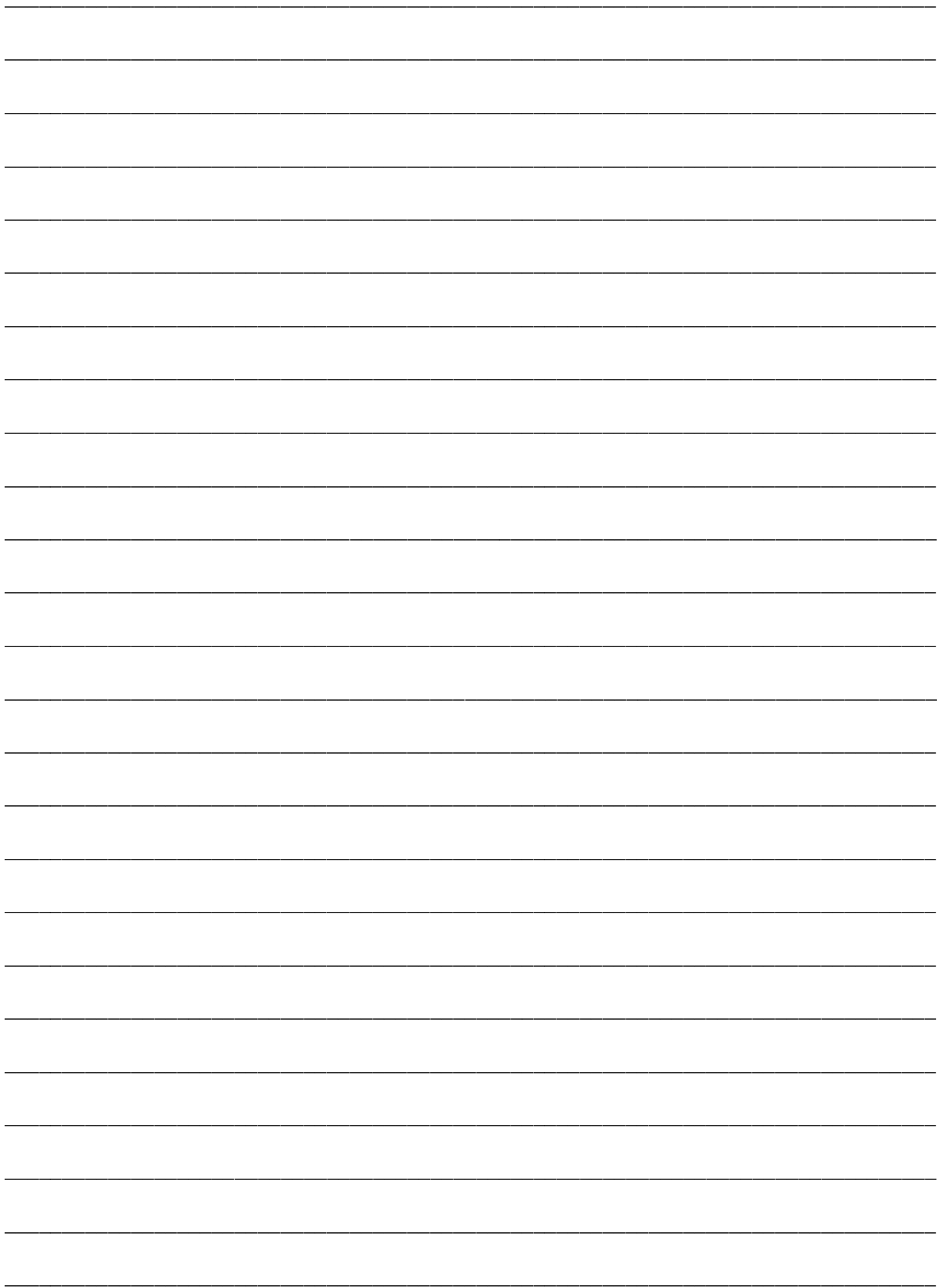
Step 3: Recommendation Paragraph

Imagine you have been asked to write a recommendation to your supervisor stating whether you think the Brown's application to foster a child should be considered. You have thought about the family, about how they organize their time and duties, and also about the support systems they have in place.

Include in your recommendation two strengths this family would offer to a foster child, and two challenges this family would face. Conclude with your overall recommendation and with your supporting reason. Your recommendation should be written in the form of a paragraph. (12 marks)



Go to your *Foundational Skills Package* and review "Paragraph Structure."



Evaluation Guidelines	Marks
Step 1: Venn Diagram	4
Step 2: Roles and Responsibilities ½ mark for each role label attached ½ mark for each logically identified responsibility	6
Step 3: Recommendation Paragraph Paragraph Scoring Guide x 2	12
Total Marks	/22

Section 2 Assignment: Part 2

Family Cultural Clash

Resources:

- *Foundational Skills Package*
- *Families in Society Website*
http://www.openschool.bc.ca/courses/families10-12/fam_soc/index.html

Immigration is a factor that can significantly influence family dynamics, particularly when a family immigrates to a country whose cultures and values differ significantly from the country of origin. Many new Canadians find themselves redefining their cultural identity, and in the process, often find themselves caught between cultures.

Instructions: Read the Case Study that follows about Seema Chandra—an Indo-Canadian girl struggling to find her identity between the two cultures that define her.

Case Study: Meet the Brown Family

Seema Chandra is a sixteen-year old high school student. Her parents moved from India to Surrey, B.C. when Seema was eight-years old so she would have a better education and a more financially secure future. Seema's family is active in the Hindu community and takes part in many religious and cultural events at the temple. Her parents are strict about observing religious holidays and speaking Hindi at home. They don't like it when Seema spends what they feel is too much time watching TV, talking to her friends on the phone, or 'chatting' on the computer. And they are especially uncomfortable when Seema goes to parties or stays over at a friend's house for the night.

Seema met Paul in her chemistry class and they started dating. Seema's parents felt she should not be distracted by a relationship and instead should focus her attention on school. Besides, they didn't want Seema falling for a Canadian-born Caucasian boy; they wanted her to marry someone in their Hindu community. Seema went against her parent's wishes and started seeing Paul in secret. When Seema's parents found out, they were devastated. It almost destroyed their family.

Seema's story is an example of how a clash of cultures can affect family dynamics. On the one hand, Seema's parents expect her to maintain their traditional cultural values and traditions, and on the other hand, Seema is under pressure to conform to Canadian culture. According to Seema's parents, they are the ones who make decisions regarding Seema's education, friends, and marriage. In Seema's culture, identity is attached to family. In Canada, many teenagers strive for their own identity and individuality. In order to do this, they often separate from their parent's identities. When Seema made her own choice about who she wanted to date, her parents felt that she was rejecting them and their culture.

Contrast Collage

After reading Seema's story, create a contrast collage. Show the areas in Seema's life where there is disagreement between Seema and her parents such as the activities she is involved in and the friends she chooses. (12 marks)

The collage can be completed as a poster or a web page and must:

- show four areas of conflict in Seema's life.
- label each area of conflict, something like "Seema's View" or "Parent's View."
- have a supporting image for each area of conflict that you have collected or drawn.
- include a brief written or typed point-form commentary for each area of the conflict.



Go to your *Foundational Skills Package* and review "Creating a Visual Design."

Or



View "Creating a Visual Design" on the *Families in Society* Website.

http://www.openschool.bc.ca/courses/families10-12/fam_soc/index.html

Paragraph Response

Read the following letter to an advice column, which is based on Seema's story.

Write a response to Seema's letter, offering advice for her situation. Your reply should be written in the style of an informal letter, and should address each of the points the writer mentions as areas of conflict. What advice would you offer that could reasonably be carried out by Seema? Your response should be 200-300 words (one to two paragraphs). (12 marks)

Dear Freedom Finder,

I am sixteen. I have lived in Canada since my parents moved here from India when I was eight. They said they wanted to come to Canada because there would be better opportunities for us here. They wanted me to get a good education, too. They thought that we could have a better life in Canada. But, as soon as we moved to town, my parents joined the Hindu Community association, and we started going to temple. And even though it was really hard for me at first to learn English, they insisted we only speak Hindi at home. Also even though it was really hard for me to make friends, once I did have some, my parents didn't like them if they weren't Indian. Now, they get mad if I talk on the phone, or text message my friends—and forget about hanging around at the mall. And I can barely go on sleepovers. They say they want me to concentrate on school and be successful, but they don't seem to get that I am a normal kid—or I'd like to be. My problem right now is that I'd like to go out with Paul (a guy in my school), but I know my parents will freak if they know I am going out with a white boy. I think they are hoping that I will agree to an arranged marriage! I'm Canadian, and want to do all the things my friends do. How do I convince my parents to let me be a normal kid? How can I tell them about my boyfriend without them going ballistic? Help!

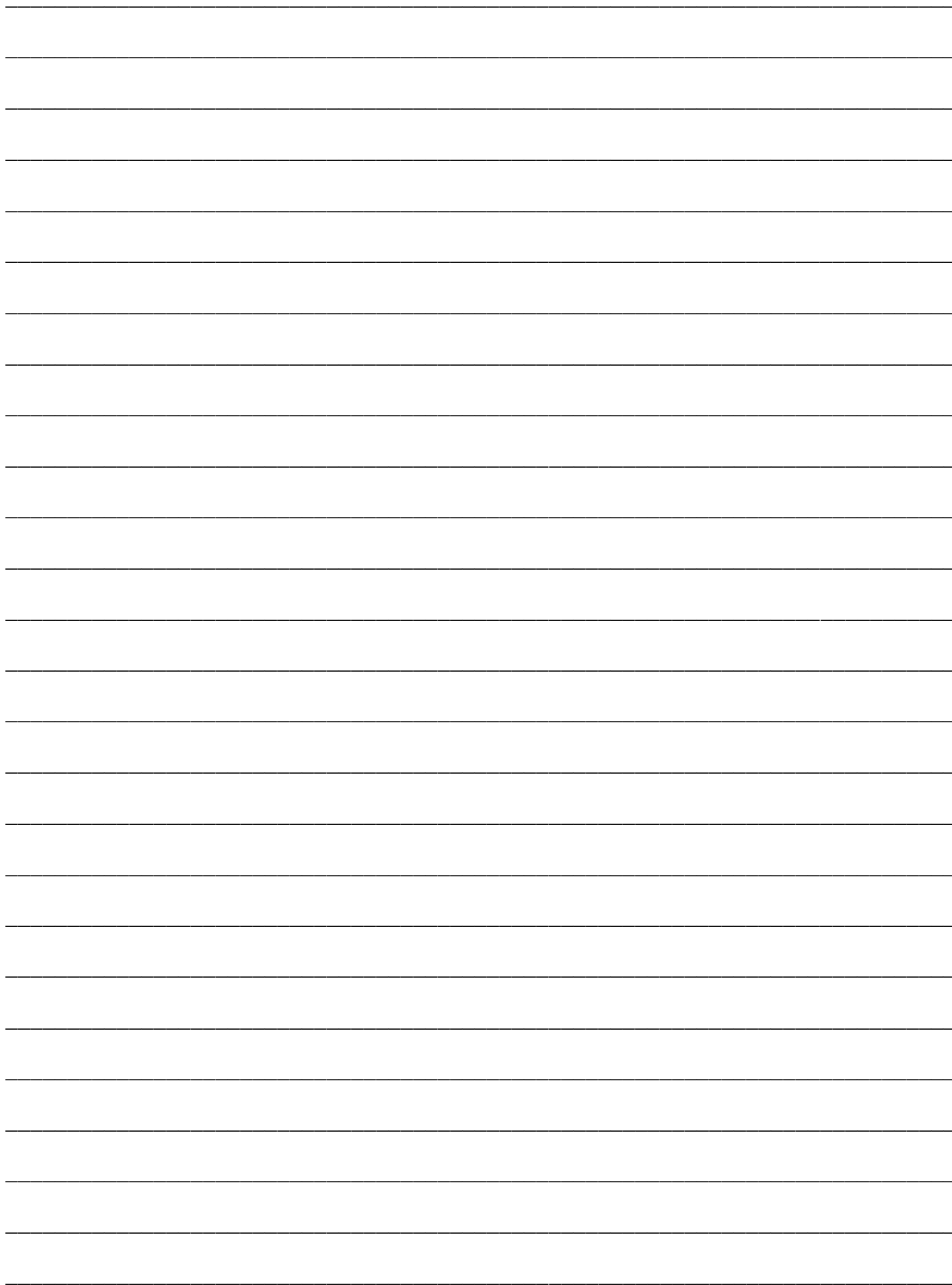
Signed,

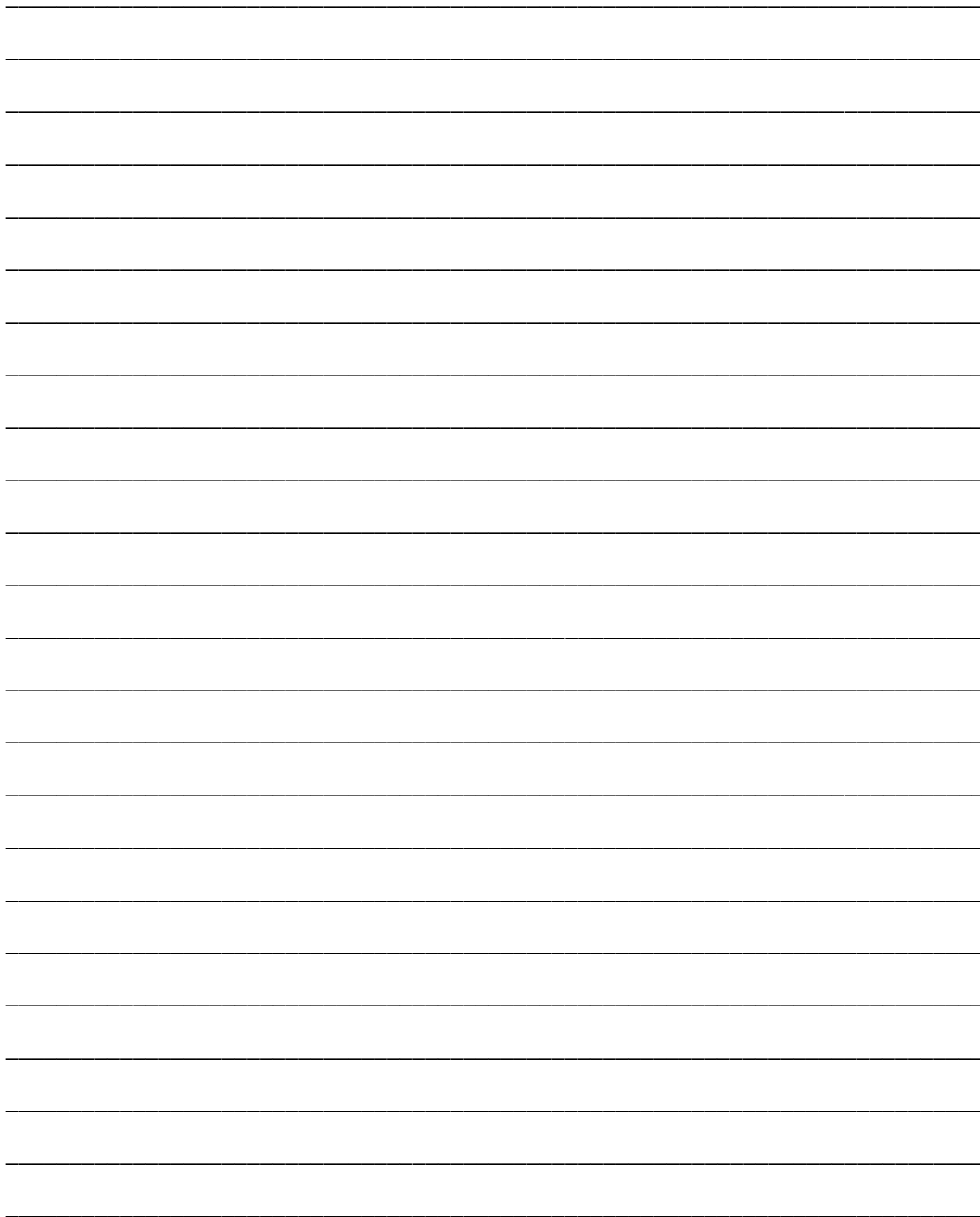
Sixteen in Surrey



Go to your *Foundational Skills Package* and review "Paragraph Structure."

Evaluation Guidelines	Marks
Contrast-collage Visual Design Scoring Guide x 2 (see Appendix)	12
Paragraph Response Paragraph Scoring Guide x 2 (see Appendix)	12
Total Marks	/24





Section 2 Assignment: Part 3

Illness in the Family

In this Case Study, a family is coping with an unexpected illness of one of its members.

If a family member has a serious illness or disability, it affects family dynamics and the ability of the family members to carry out their functions. Read Jason's story to find out how illness affected his family.

Case Study: Illness in the Family

Jason's Family

Jason is seventeen-years old and in his last year of high school. He lives with his parents and fifteen-year-old brother, Tim. They have always been a close family. Together they have dinner every weeknight, socialize with close family friends, go to movies, volunteer at a homeless shelter twice a month, and enjoy family holidays.

A year ago, Tim sunk into a deep depression. He began to withdraw from friends and family, skipped school, quit hockey and basketball, and spent more and more time alone in his room. Then he stopped going to school altogether. Jason and Tim used to be good buddies; they both liked snowboarding, hiking, shooting baskets, and playing video games. Now Jason barely even recognizes his brother. Jason feels badly about this and a bit lonely.

Jason's parents finally got Tim to a doctor, but Tim refused to take the medication prescribed. This caused the whole family much stress and worry. In order for someone to stay at home with Tim, Jason's mom took an unpaid leave from her job. This meant that there wouldn't be enough money to go on the ski vacation they had planned as a family. Besides, Tim wasn't well enough to go anyway. They ate fewer meals together and went out less often as a family. More and more of Jason's parents' time, energy, and attention were focused on Tim. Jason's parents missed his final basketball game because they had to go to Tim's doctor's appointment. This made Jason frustrated and angry. He also felt guilty for wanting more of his parents' attention when his brother needed them more.

Jason also noticed a strain in his parents' relationship. They used to joke and laugh together, but everything turned serious and quieter between them. And when Jason's parents told their friends and extended family about Tim's mental illness, some of them said little, while others implied that there must be something wrong in their family. Jason's family spent less time out with friends and more time at home. This made the whole family feel isolated and abandoned.

Instructions: Answer the following questions based on the case study:
(12 marks)

1. Identify two family dynamic issues that have changed in Jason's family and are now causing conflict? (2 marks)

2. What two common First-Born personality traits do you think Jason might exhibit? Which two character traits do you think he most needs, and why?
(4 marks)

3. According to the National Mental Health Association, more than 6 million Canadian youth suffer from some sort of mental health disorder. Depression may be hard to diagnose or predict. What were the signs that Tim was suffering from depression? List at least 4 points. (4 marks)

4. Jason is only too aware of how much his family's life has changed in the last year. He is experiencing a rollercoaster of emotions. What two actions could Jason take to help deal with the situation? (2 marks)

Evaluation Guidelines	Marks
See individual questions for marks	12
Total Marks	/12

Section 2 Assignment: Part 4

Family Values

Throughout this lesson, you have been learning about different values and value systems. In this case study, you are going to read about two very different families, which, on the surface, may not look so dissimilar. Their core family values are quite different, however.

There is a saying that you can tell what someone's values are by the way they use resources such as time, skills, and money. This is also true about families. Look over your Values Test and think about the values you have learned from your family. Could someone from outside your family tell what your family values are by the way your family uses time, money, and/or skills?

Instructions: Read about the Cordero and Johnson families; then complete the activities that follow. (16 marks)

As you read about the Cordero and Johnson families, think about what their family values are by the way they use their resources.

Case Study: Family Values

Cordero Family

Malaya and Ben Cordero are both second generation Filipino. Ben is a mechanic and Malaya works as a nurse's aid. They have two boys: Brian, sixteen, and Jack, fourteen. In addition to a full-time job at a nursing home, Malaya volunteers eight hours a week at the church and as a board member of the Filipino Community Association. When the boys were younger, Malaya took them with her to the church, which provided free babysitting. Now that the boys are old enough, and have completed their own babysitting training, they still accompany Malaya a few times a month and provide babysitting service for other members. Ben recently borrowed money from the bank to buy the garage where he has worked as head mechanic for twelve years. He feels that it is a good investment because he hopes his sons will learn the trade and then he can pass down the business to them. On weekends, Ben teaches his sons how to make repairs on an old car he bought for Brian. The payments from the bank loan have cut into their family finances, so the Corderos have made adjustments to their budget. Instead of going out for meals, they invite friends over for potluck dinners and attend family night together at their church with their extended family—grandparents, aunts, uncles, and cousins. In addition to paying off their mortgage on their modest home, Malaya and Ben have been able to save money for their retirement. Brian and Jack are planning to attend the local community college, and hope to earn enough money working in their dad's garage so that they won't have to take out large student loans. Jack is working hard at school, hoping to win a scholarship as well.

Johnson Family

Derrick Johnson is a civil engineer and a single father. He has primary custody of his three children, Sarah, twelve, Matthew, eight, and Patti, six. All three children bus 40 minutes each way to a private school where Derrick feels his children are getting a superior education than they would at the local public schools. Because Derrick works long hours and likes to exercise after work, he has hired a housekeeper to clean, make meals, and drive the children to their piano lessons, hockey, and ballet. Although Derrick Johnson is

over-extended financially and has little money saved, he recently renovated the family home and upgraded his vehicle. He also likes to ski as a family in the winter and hike in the summer. He plans two big vacations a year. One vacation is just for Derrick, which gives him some down time from being a full-time, single parent. The other is a family vacation to Europe, Asia, or Central America. He feels that travel is one of the best ways to educate his children about the world.

Were you able to pick out how each family's use of time, money, and skills determines their family values?

Needs Chart

In the following chart, provide an example of how each family addresses the needs listed. Follow the example provided. (10 marks)

	Corderos Family	Johnson Family
Example: caregiving	kids stayed with parents, church babysitters	paid housekeeper
family activities/recreation		
community service/charity		
children's education		
family finances/planning for the future		
nurturing and togetherness		

Look over the chart you've just completed. Does a particular kind of value system jump out at you as you look at how each family organizes its time and resources?

Dominant Values

1. When you consider the Corderos, what is the dominant value associated with the family? (1 mark)

2. How about the Johnson family—what dominant value is associated with this family? (1 mark)

Alignment of Values

Now, write a brief one or two sentence comment on how your own values align with both of the families you learned about. Do you have shared values with either family, or both? Does either family place value in something you would not? Why? (4 marks)

Corderos family values:

Johnson family values:

Evaluation Guidelines	Marks
Needs Chart 1 mark for each example	10
Dominant Values 1 mark for each question	2
Alignment of Values 2 marks per family comparison	4
Total Marks	/16

Section 2 Assignment: Part 5

Maslow and the Family

Resources:

- *Families in Society* Source File

Understanding Maslow



Instructions: Read the article “Maslow and the Family” in your *Families in Society* Source File and select the best response for each of the following multiple-choice questions. (8 marks)

1. Maslow's theory is based on a hierarchy of
 - a. needs.
 - b. wants.
 - c. values.
2. Why is it important for parents to understand Malsow's theory?
 - a. to teach children how to act responsibly
 - b. to help figure out how to best meet their children's needs
 - c. to make sure the home environment is comfortable
3. What is the consequence of an individual's basic needs not being met?
 - a. The individual will not be able to move up to the higher order of needs.
 - b. The individual will not feel a part of the family.
 - c. The individual will progressively move down the ladder.

4. Identify the stage in Maslow's Hierarchy of Needs of the following individual:

John was recently laid off from his minimum wage job. Because John has only been scraping by, barely meeting his basic rent and utility payments, he is worried about money. He hasn't been working long enough to collect employment insurance, nor does he have any savings. John is a month behind on his rent and his landlord is threatening to evict him. Because John does not have enough money for a bus pass, he's finding it hard to look for a job and to get to the food bank, which is ten kilometers away.

- a. self-actualization
- b. esteem
- c. social
- d. safety
- e. survival

5. Identify the stage in Maslow's Hierarchy of the following individual:

Nilofour is six years old. She has a very stable home life, with her basic survival needs taken care of. She loves going to school because she gets to see all her favourite friends every day and she really likes her teacher. All she has been able to think about for the last few weeks is her upcoming birthday party that her mom has been organizing.

- a. self-actualization
- b. esteem
- c. social
- d. safety
- e. survival

6. Identify the stage in Maslow's Hierarchy of the following individual:

Maria is a forty-five year old mother of three. She has a strong relationship with each of her children, and she and her husband have mutual love and respect for each other. Maria works part-time as a teacher, a job she very much enjoys and excels at. Recently, she has also starting writing her first novel, fulfilling a life-long dream.

- a. self-actualization
- b. esteem
- c. social
- d. safety
- e. survival

7. Identify the stage in Maslow's Hierarchy of the following individual:

Pedro is in grade five at his local elementary school. Pedro has always loved school, but recently he has been telling his parents often that he is sick and can't go to school. Concerned that something else might be going on at school, his parents contacted the school. They learned that a boy in grade 7 has been bullying Pedro at lunch and after school, making fun of him and threatening to hurt him.

- a. self-actualization
- b. esteem
- c. social
- d. safety
- e. survival

8. Identify the stage in Maslow's Hierarchy of the following individual:

Jackson is 23 years old and got his first job as a computer programmer at a big software company eight months ago. Jackson feels proud of himself because he completed a difficult degree program in four years and because this company hired him right off the mark. Jackson recently had his first performance review during which he received a promotion and a pay raise. Jackson is thankful that he has received some recognition for his hard work and commitment.

- a. self-actualization
- b. esteem
- c. social
- d. safety
- e. survival

Reflecting on Maslow

According to "Maslow's Hierarchy of Needs" the developmental goal of an individual is to achieve Stage Five, "Self Actualization". In this section, you have also learned about the roles and responsibilities of family members.

Instructions: With reference to Maslow's Hierarchy of Needs, describe the roles and responsibilities parents have in ensuring their children ascend Maslow's hierarchy, and describe the responsibility individuals have in their own life in ascending the hierarchy. (12 marks)

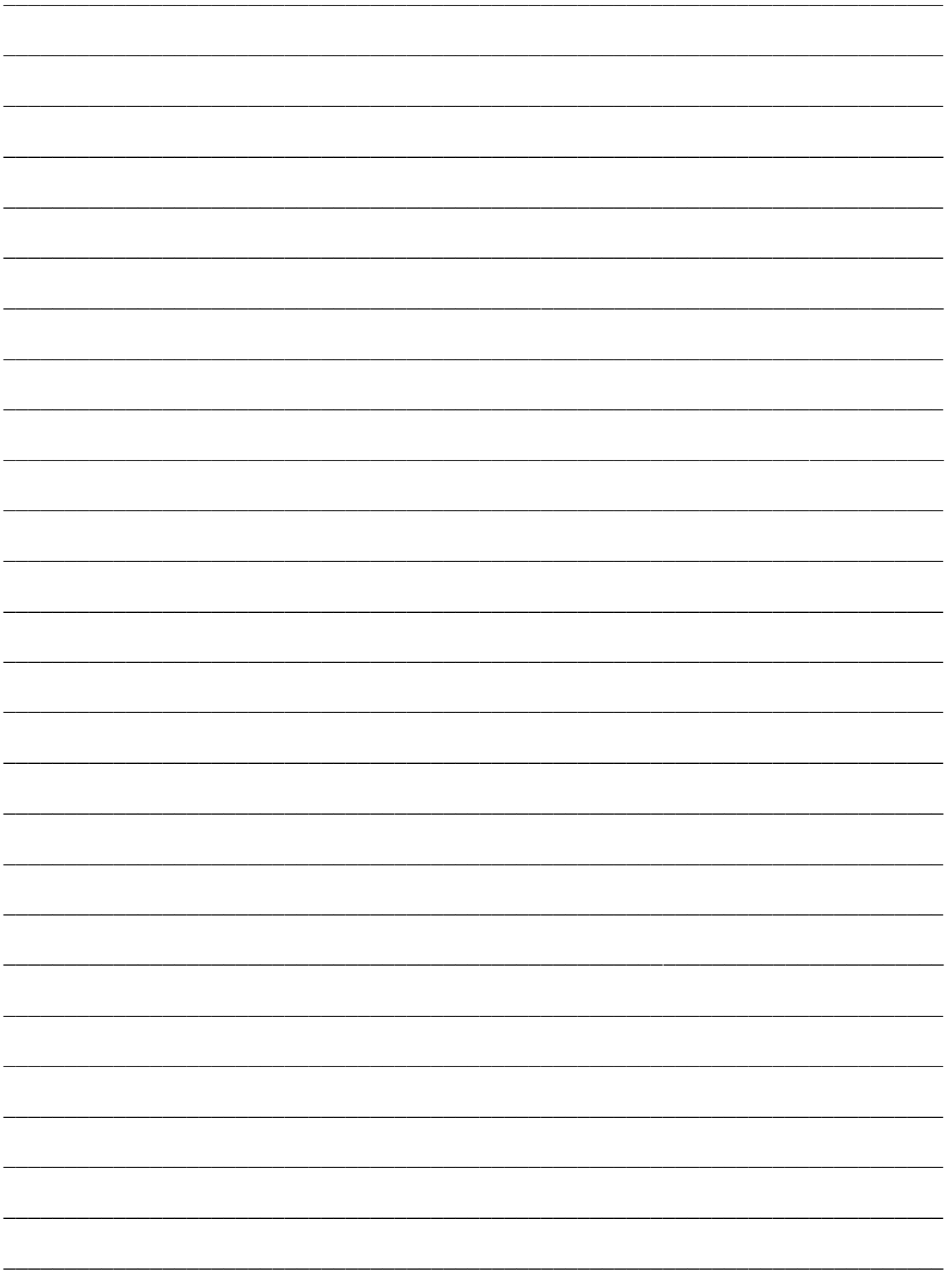
Your response should:

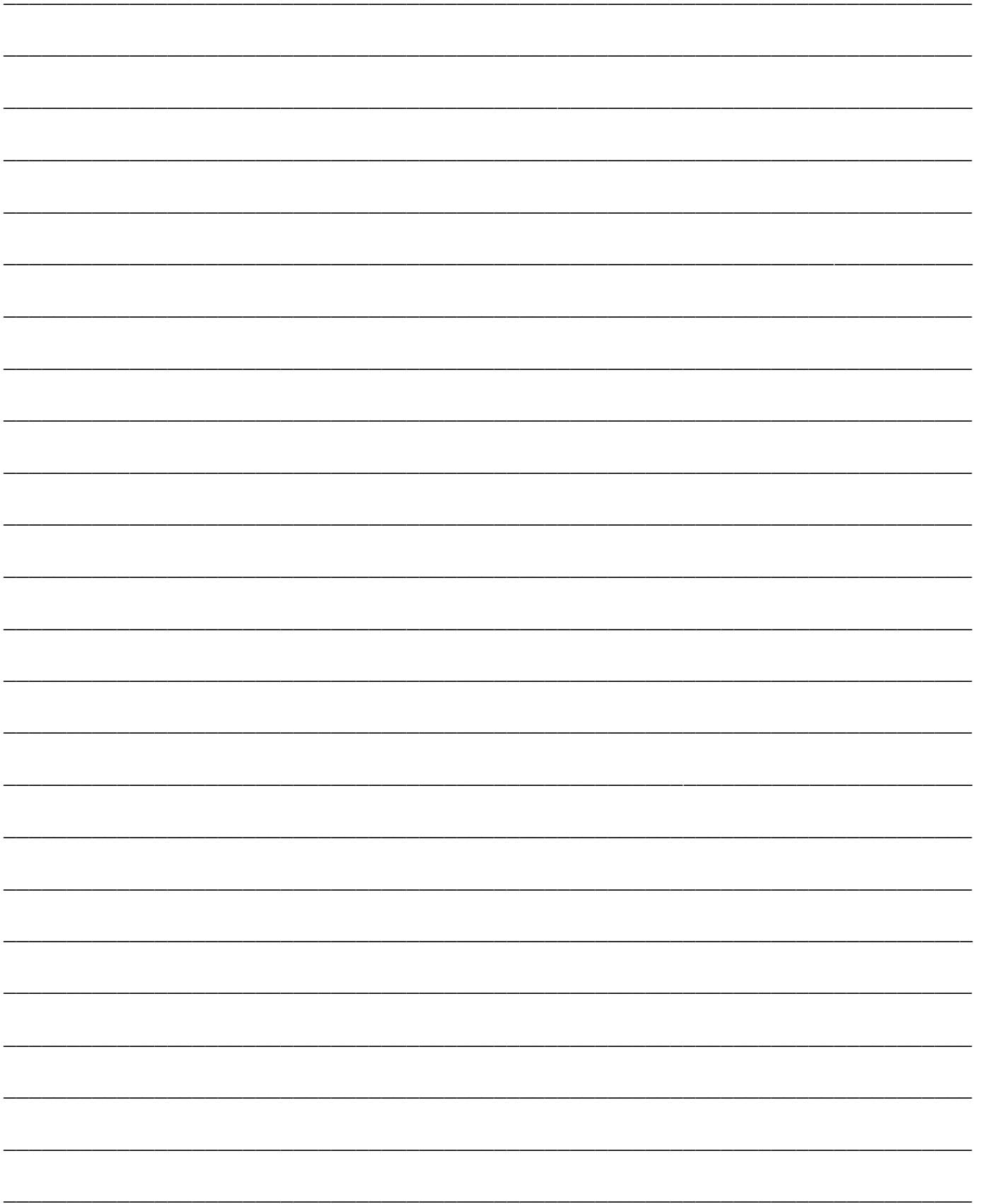
- be two paragraphs in length.
- reference at least two stages of Maslow's hierarchy.
- reference two roles and two responsibilities of parents.
- reference two roles and two responsibilities of individuals.
- use concrete examples to support your response.

Hint: Remember, some examples of parental roles include provider, caregiver, disciplinarian, and money manager.



Go to your *Foundational Skills Package* and review "Paragraph Structure."





Evaluation Guidelines	Marks
Understanding Maslow 1 mark per question	8
Reflecting on Maslow Paragraph Scoring Guide x 2 (see Appendix)	12
Total Marks	/20

Section 2 Assignment: Part 8

Journal Entries

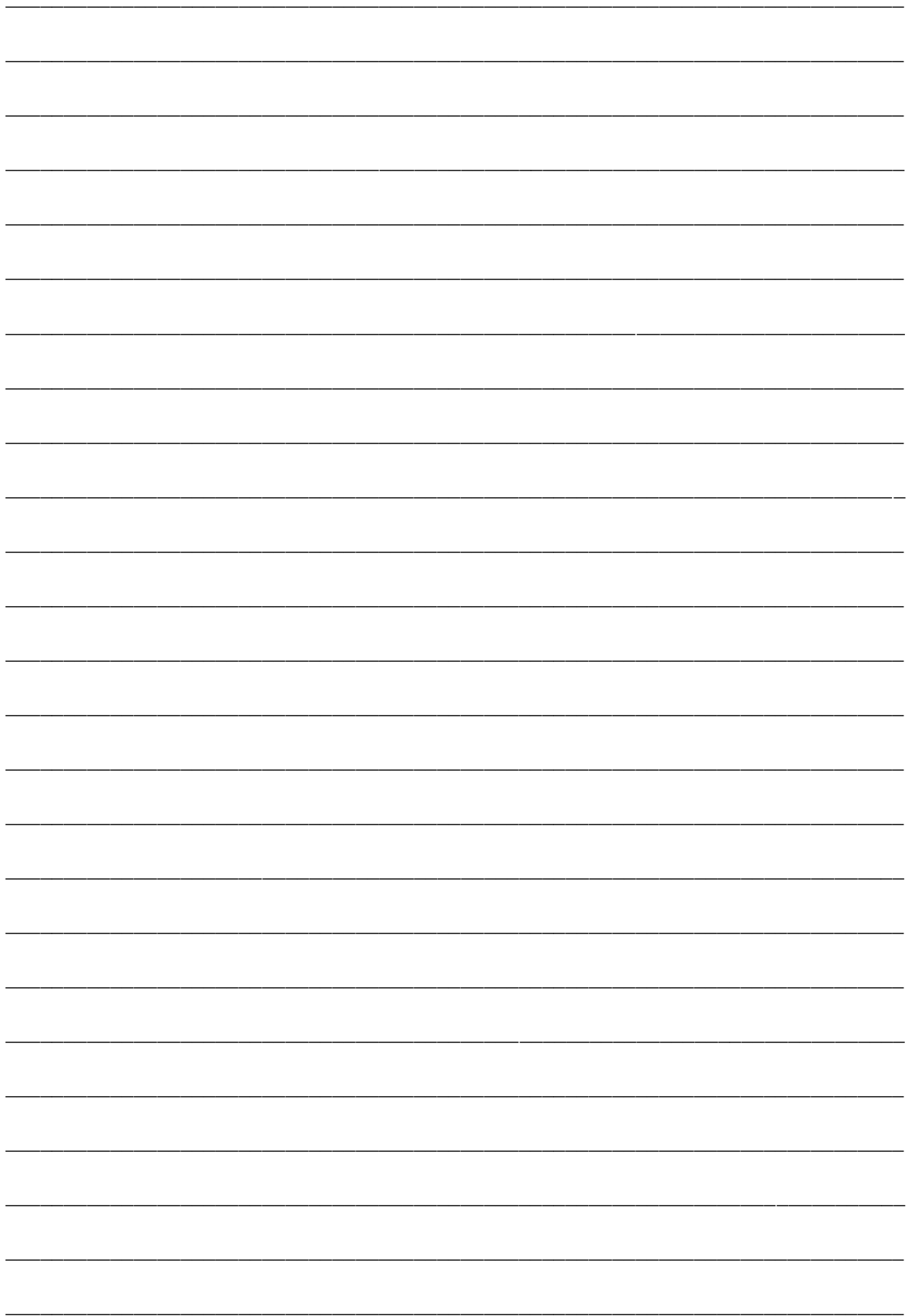
Instructions: Submit your journal entries once all three have been completed.

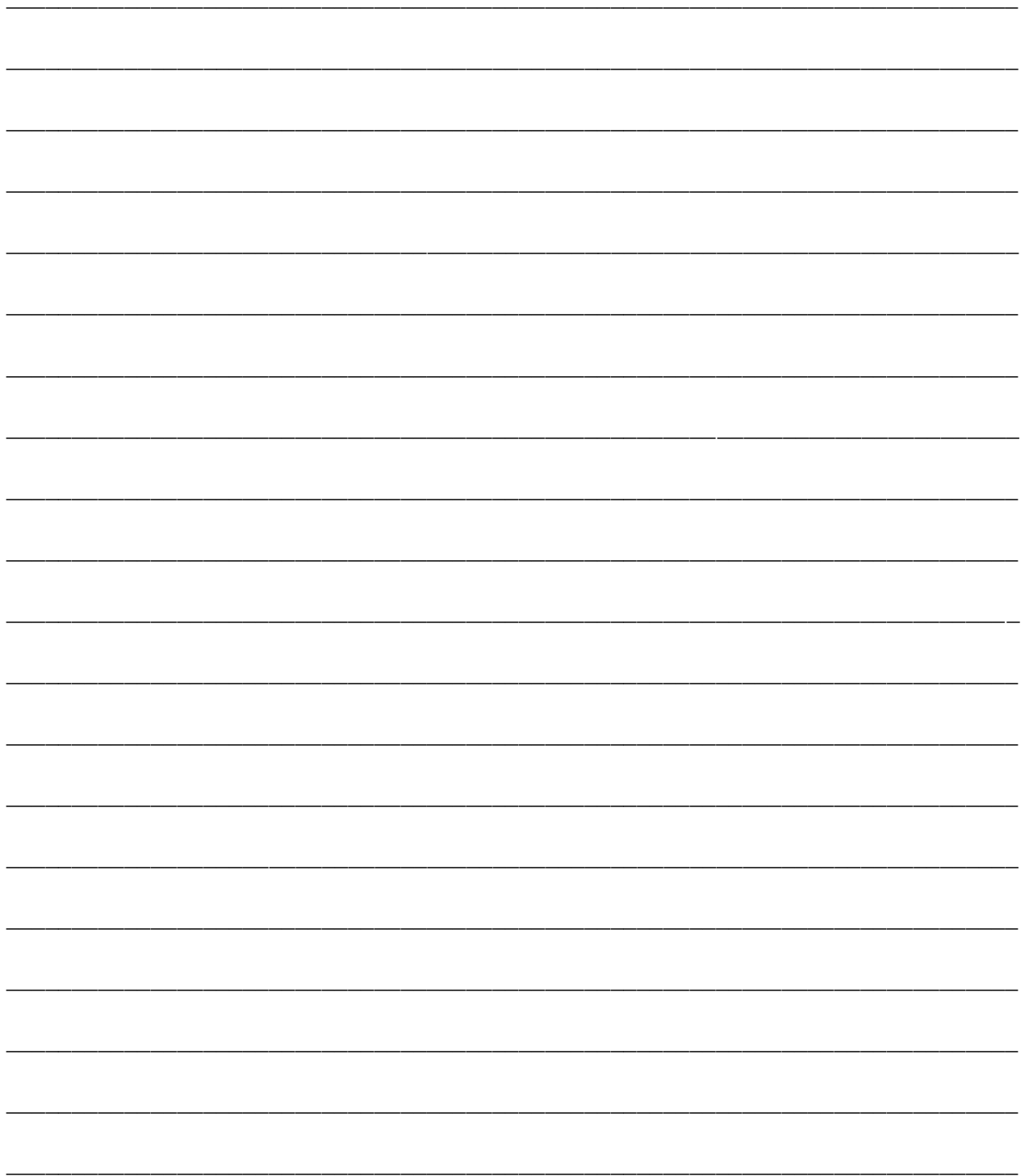
Evaluation Guidelines	Marks
Journal Scoring Guide per entry	4
Total Marks	/12

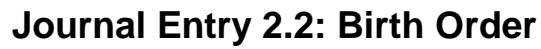


Write a 1 or 2 paragraph journal entry that compares your old roles and responsibilities with new ones. Give an explanation for why these roles have changed, or stayed the same. Example: "My role as caregiver was really important. I used to have to pick up my little brother from school and bring him home, but my role as caregiver has changed in the last few years because now he is old enough to take the bus home."

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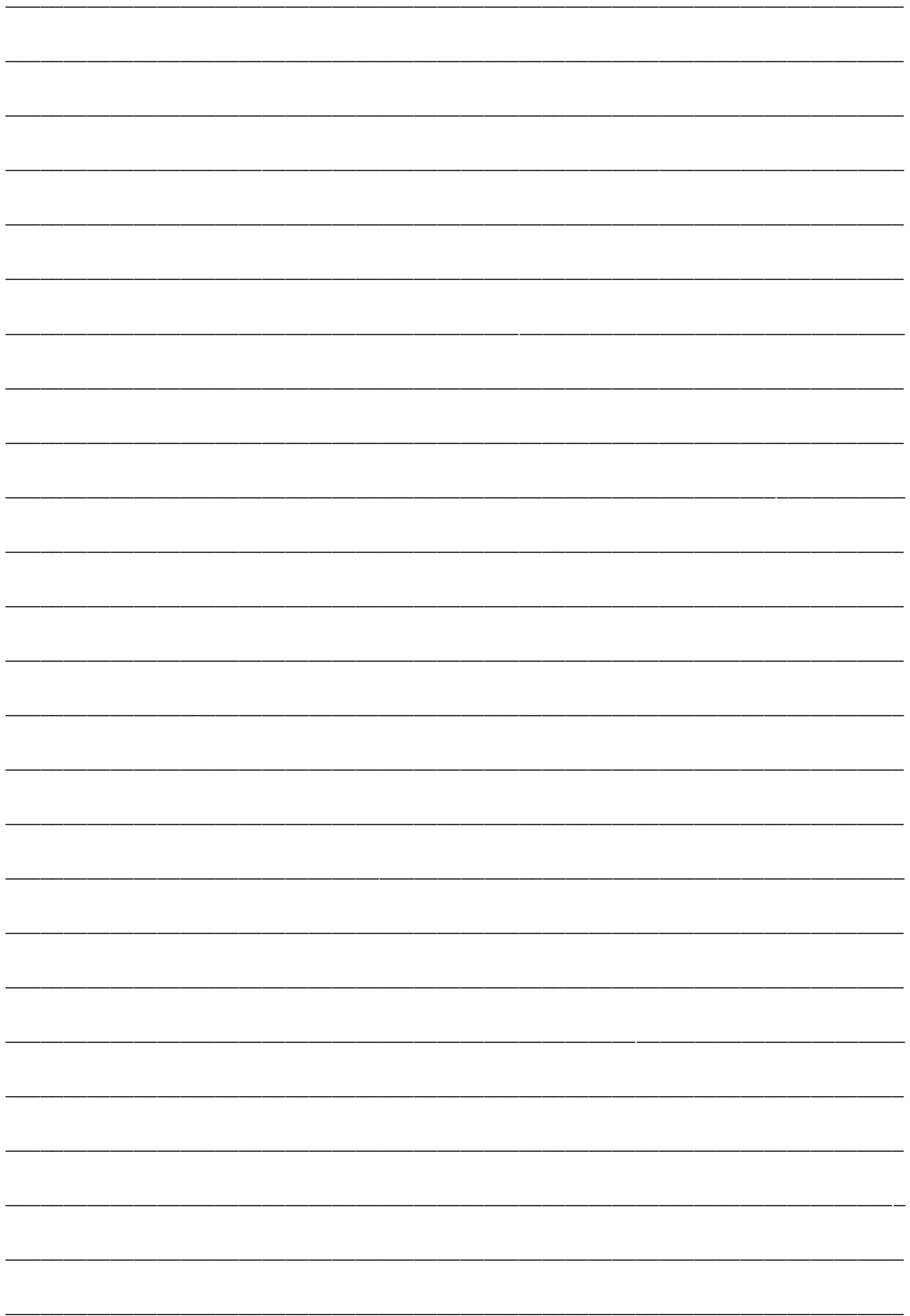






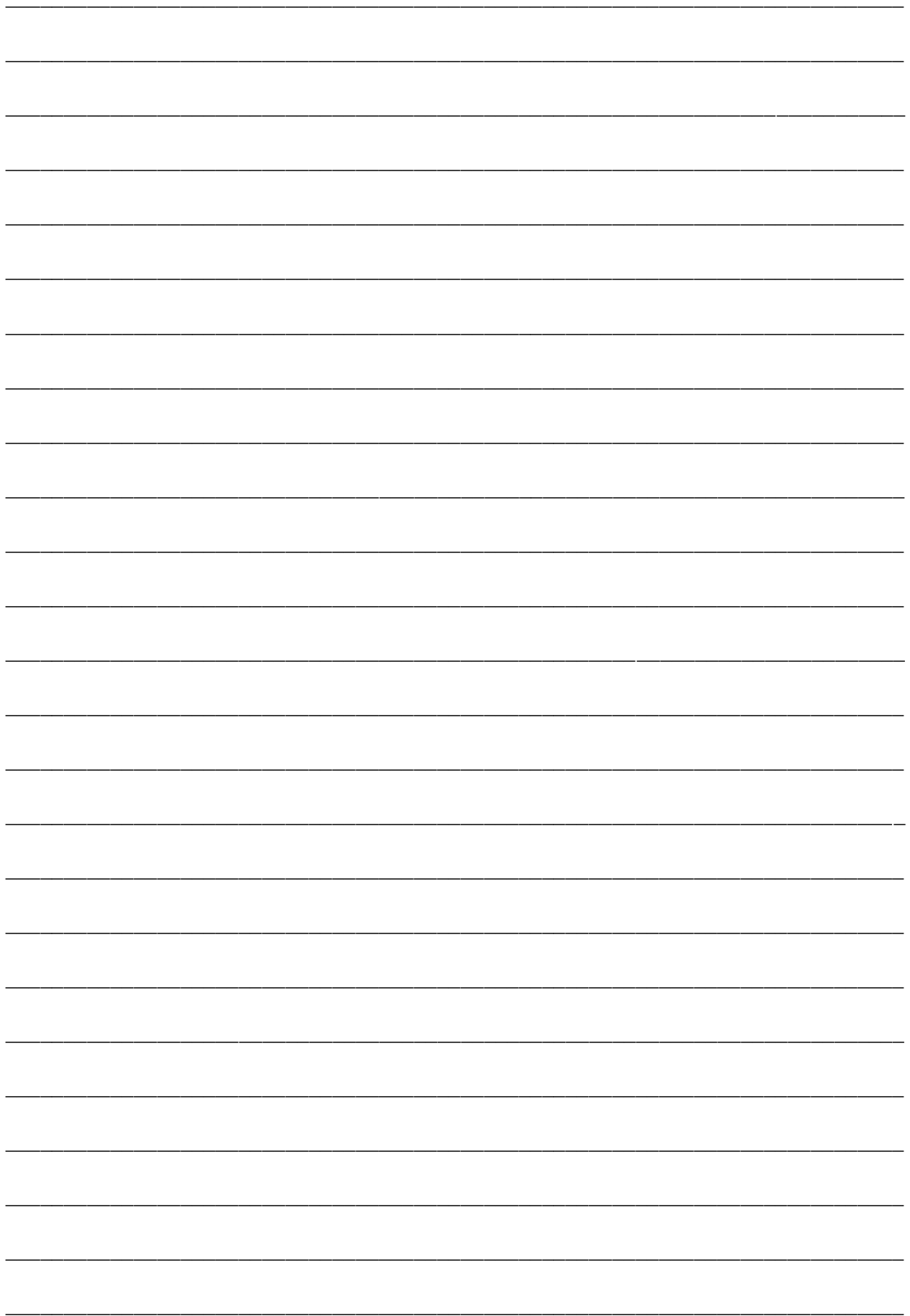
1. When looking at the common personality traits for your birth order, ask yourself why certain ones fit you and others don't. Explain your response.
2. What traits do some of the "Last-borns" have in common? Now comment on the "Only Children". Why do you think they are similar?
3. Compare yourself with a famous person who shares your birth order. What similarities or dissimilarities do you see?

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Activity 1: Stress Test

All families experience stress to one degree or another. Stress is what makes families learn, grow, and become stronger. But when is the stress too much?

Instructions: Take this Family Stress Test to determine the stress level in your current family or your family of origin. Rate each of the questions on a scale of 0–4 by putting a check mark in the appropriate column beside each question.

0 - Never

1 - Rarely

2 - Sometimes

3 - Often

4 - Almost always

	0	1	2	3	4
My family eats at least one meal together daily.					
Family members are encouraged to express their feelings.					
There is enough time every week to spend as a family.					
There is enough money for household essentials.					
There is agreement about how family money is spent.					
Each family member is treated with respect.					
Conflict is always dealt with before it gets out of control.					
My family tries to stay healthy by eating well and getting regular exercise.					
Family members enjoy vacations together.					
My family accepts outside help from friends, family, or the community when needed.					
Roles in the family are shared.					
My family deals with problems before they get out of hand.					

Activity 2: Finding Help

There are many services available at the federal, provincial, and local levels to help families under financial, economic, and emotional stress.

Instructions: Find a copy of your local phone book. When you look at the phone book, you'll notice a section with blue pages. This is where you locate government related phone numbers. The blue pages are divided into four sections: the Government of Canada, the Government of British Columbia, Health Authorities, and Municipalities/Regional districts. Review this section of the phone book and find telephone numbers for each of the following organizations and people:

1. In "The Government of Canada" under the Child and Family Benefits section, identify the phone number for Canada Child Tax Benefit.

2. In "The Government of Canada" under the Employment section, identify the phone number for Employment Insurance.

3. In the "British Columbia" section, find the phone number for the Abuse of Children.

4. In the "British Columbia" section, find the phone number for Battered Women Information and Family Violence Information.

5. In the "British Columbia" section, find the phone number for Child-Support Maintenance Enforcement.

6. In the "British Columbia" section, find the phone number for the Health Information Line.

7. In the "British Columbia" section, find the phone number for Income Assistance.

8. Under "Health Authorities", find a phone number for childcare.

9. Under "Health Authorities", find a phone number for the closest public health unit.

10. In your phone book, identify the phone number of your family doctor.

Activity 3: Stress Busting

Eating nutritiously, exercising regularly, and maintaining a supportive social circle go a long way in helping to manage both individual and family stress.

Instructions: Read each of the following statements, and decide if the statement is true or false.

1. 30 to 60 minutes of moderate physical activity per day, such as walking, will help alleviate stress.
 - a. true
 - b. false
2. Drinking beverages that contain caffeine such as coffee or tea can help relieve stress.
 - a. true
 - b. false
3. Eating foods high in sugar such as cookies or candy can provide you with energy that will reduce your levels of stress.
 - a. true
 - b. false
4. Taking a walk for 30 minutes with a friend during the lunch hour can help to reduce your stress.
 - a. true
 - b. false
5. Drinking a glass of warm milk before you go to bed will help you sleep.
 - a. true
 - b. false
6. Consuming alcoholic beverages is an effective means of combating stress.
 - a. true
 - b. false
7. Family activities such as going on a hike or even playing tag can help reduce both family and individual stress.
 - a. true
 - b. false
8. All family members need about the same amount of daily exercise to manage stress levels.
 - a. true
 - b. false

Activity 2: Devious Debt

In this exercise, you are going to investigate how debt can quickly become unmanageable.

Instructions: Test your knowledge about credit cards by answering the following true or false Questions about credit cards and debt.

1. Credit cards are a necessity, not a convenience.
 - a. true
 - b. false
2. Going over your credit card limit frequently is an indication you may be headed towards debt.
 - a. true
 - b. false
3. If you have to borrow money to make it from one payday to the next, you are going into debt.
 - a. true
 - b. false
4. Your pay cheque is private. No matter how much money you owe, your pay cheque is yours.
 - a. true
 - b. false
5. You can pay for your purchases just by paying the minimum amount on your credit card statement.
 - a. true
 - b. false
6. If you miss payments, creditors can threaten to sue you, repossess things like your car, TV, furniture, or appliances.
 - a. true
 - b. false
7. Utility companies will cut off service because your bills have gone unpaid.
 - a. true
 - b. false

Activity 1: Who Cares?

Beyond being a challenge for individual families, childcare issues affect the country both financially and socially. How much do you know about childcare?

Instructions: Complete the multiple-choice quiz. See how many facts you know. Be sure to read the feedback for each question in the answer key.

1. What percentage of Canadian children, ages 3 to 5, have mothers who work outside the home?
 - a. 50%
 - b. 60%
 - c. 40%
 - d. 70%

2. What percentage of the median total family income goes to childcare in B.C.?
 - a. 20%
 - b. 10%
 - c. 50%
 - d. 5%

3. For every 100 children who require childcare in Canada, there are spaces available:
 - a. 90
 - b. 12
 - c. 27
 - d. 52

4. Childcare continues to be an issue for families even once their children are school-aged. What percentage of childcare spaces in Canada is filled by school-aged children?
 - a. 26%
 - b. 92%
 - c. 14%
 - d. 43%

5. Which of these is not an example of recognized childcare choices?
 - a. bringing the child to work
 - b. unlicensed other-home
 - c. licensed other-home
 - d. commercial centres

Activity 3: The Ageing Population

Caring for family members is not confined to childcare. Because healthcare and the quality of life have continued to improve in Canada, people are living longer every generation.

Instructions: Answer the following questions to see how much you know about the elderly population in Canada.

1. Currently, one in ten people in Canada are over 60 years old.
 - a. true
 - b. false
2. The number of centenarians (people aged 100 or more) world-wide will double by the year 2050.
 - a. true
 - b. false
3. Women make up the greatest percentage of the elder population.
 - a. true
 - b. false
4. The population is divided into two segments—those aged 19-64 (potential working group) and those aged 65+ (potential dependant group): “The higher the percentage of workers, the lower the “dependency ratio”. These two segments of the population are expected to remain in balance over time.
 - a. true
 - b. false
5. Millions of Canadian adults are caring for parents or seniors with long-term disabilities or physical limitations.
 - a. true
 - b. false
6. The majority of health care provided to seniors is done informally by family members.
 - a. True
 - b. false

Section 3 Assignment: Part 1

Healthy Living

Resources:

- *Families in Society* Source File

Canada's Physical Activity Guide

As part of this lesson, you have learned that regular physical exercise is an important component of reducing individual and family stress, as well as promoting overall well being.

Instructions: Read “Canada’s Physical Activity Guide to Healthy Living” in your *Families in Society* Source File and answer the following questions. (8 marks)

Review the images presented on page 1 of the Guide. Based on the images presented, identify the following:

1. One endurance activity

2. One flexibility activity

3. One strength activity

4. One sitting activity that should be reduced

Read page 2 of the Guide, and answer the following questions.

5. Continuous activities for your heart, lungs, and circulatory system are examples of:
 - a. endurance.
 - b. flexibility.
 - c. strength.
6. Activities against resistance in order to strengthen muscles and bones and improve posture are examples of:
 - a. endurance.
 - b. flexibility.
 - c. strength.

7. Gentle reaching, bending, and stretching activities to keep your muscles relaxed and joints mobile are examples of:
- endurance.
 - flexibility.
 - strength.
8. Which of the following is not a benefit of regular activity?
- better posture and balance
 - relaxation and reduced stress
 - feeling more energetic
 - high blood pressure

Activity Plan

According to the Guide, “Scientists say, accumulate 60 minutes of physical activity every day to stay healthy or improve your health. As you progress to moderate activities you can cut down to 30 minutes, 4 days a week.”

Instructions: Using the chart provided, create an activity plan for yourself that is a combination of Light Effort, Moderate Effort, and Vigorous Effort throughout the week for a total of 60 minutes per day. Use activities that you currently do, or activities that you have an interest in trying out.

Time needed depends on effort				
Very Light Effort	Light Effort 60 minutes	Moderate Effort 30–60 minutes	Vigorous Effort 20–30 minutes	Maximum Effort
<ul style="list-style-type: none"> strolling dusting 	<ul style="list-style-type: none"> light walking volleyball easy gardening stretching 	<ul style="list-style-type: none"> brisk walking biking raking leaves swimming dancing water aerobics 	<ul style="list-style-type: none"> aerobics jogging hockey basketball fast swimming fast dancing 	<ul style="list-style-type: none"> sprinting racing
Range needed to stay healthy				

For each day, identify the length of time, the amount of effort, and a description of the activity. (7 marks)

Example:

Monday	
Time	Activity
20	Moderate Effort: Brisk walk from home to work
20	Moderate Effort Stretching: Brisk walk from work to home
20	Light Effort: Stretching before bed
Total: 60 minutes	

Monday	
Time	Activity
Total: 60 minutes	

Tuesday	
Time	Activity
Total: 60 minutes	

Wednesday	
Time	Activity
Total: 60 minutes	

Thursday	
Time	Activity
Total: 60 minutes	

Friday	
Time	Activity
Total: 60 minutes	

Saturday	
Time	Activity
Total: 60 minutes	

Sunday	
Time	Activity
Total: 60 minutes	

Canada's Food Guide

As part of this lesson, you have learned that healthy eating is an important component to managing stress, as well as promoting overall well being.

Instructions: Read "Canada's Food Guide" in your *Families in Society* Source File and complete the activities that follow. (3 marks)

1. Note your age, sex, and daily recommendations for each of the categories.
2. Following the recommendations, complete a one-day meal plan for yourself. Using the chart provided, enter the names of the food items you plan to consume. Remember that the number of boxes you complete will depend on your age and sex.

Name:		Age:	Sex:
Fruit and Veggies	Grain Products	Milk and alternatives	Meat and alternatives

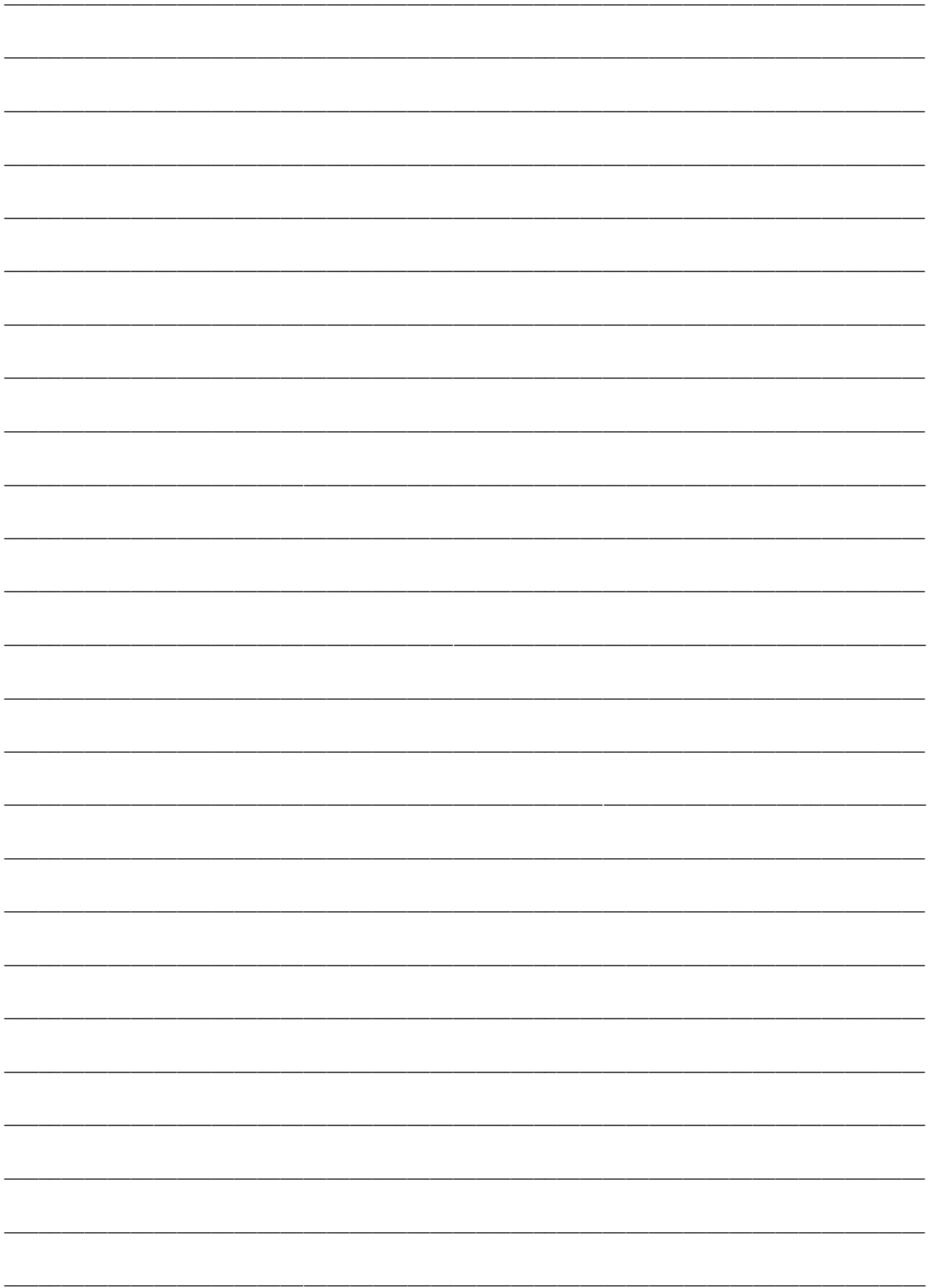
Comparison Paragraph

In a paragraph of approximately 200 words, compare and contrast your current eating plan with the one you generated in the “Canada’s Food Guide” activity. Are your current eating habits in line with what you generated, or are there significant differences? Overall, are your eating habits in line with what Health Canada recommends? Describe any surprises you had while completing this activity. (12 marks)



Go to your *Foundational Skills Package* and review “Paragraph Structure.”

[illegible]



Section 3 Assignment: Part 2

It's All About Choices

The world over, but especially in North America, we have become a society of consumers. In many ways, this is not a negative thing, for craftsmen, agriculturalists, artists, and service providers need customers. Money generated in the sale of products drives the nation's economy by providing employment, which in turn provides disposable income for another consumer. At what point, though, does consumerism become unsustainable? In this assignment, you will take a closer look at needs versus wants.

Instructions: Consider each of the categories. In each case, there are choices to be made. Look at the available budget and indicate how you would choose to spend money. (15 marks)

Step 1: Bills

What expenses might be considered for the average Canadian family? List as many common monthly expenses as you can think of, based on a family of four. These should be the sorts of monthly costs associated with things we tend to think of as everyone having. (You don't have to assign any dollar amounts, just think of typical expenses. The first one is done for you.) List at least five. (5 marks)

1. Mortgage or Rent
2. _____
3. _____
4. _____
5. _____
6. _____

Step 2: Income and Outgo

Next, consider how a family decides to spend money. Budgeting is about allocating the money you've got in order to meet all of your expenses. Let's take a look at a sample family, the Park family of four, with two working adults and two school-age children and see if they are budgeting within their means. (4 marks)

Monthly Income: \$5 900

Monthly Expenses: \$6 754

1. Based on these two numbers, is the Park family living within its means?
 - a. Yes
 - b. No
2. You are going to read more about this family's spending habits in the next step, but what do you think are some of the possible consequences of not having enough money to pay your bills? List three consequences.

1. _____

2. _____

3. _____

Step 3: Where is it going?

The Park family listed all of their known expenses for last month.

Mortgage	\$3400
Utilities (heat, electricity)	\$270
Car Leases (new Lexus: \$579/month; new BMW: \$800/month)	\$1379
Furnishings: Payments on big screen TV, leather couches	\$350
Food (groceries)	\$600
Food (take-out and restaurants)	\$400
Cable Package (telephone; premium cable; internet)	\$175
Two cell phones	\$100

Take a look at the list and sort it into two columns: necessary and unnecessary. Necessary items would include food and shelter; unnecessary things might include entertainment and luxury items. Include three items under each category. (6 marks)

Necessary	Unnecessary
1.	1.
2.	2.
3.	3.

Is it reasonable to think that this family would just cut off their cable, stop eating out, and sit on pillows on the floor? Probably not, but it is reasonable to look at the lists you've generated and think a little more about needs versus wants.

Evaluation Guidelines	Marks
See individual questions for marks	15
Total Marks	/15

Section 3 Assignment: Part 3

Researching Budget Information

Choose ONE of the following options, Cars or Food, and complete the assignment. You will complete a breakdown analysis on the associated costs of either the Park's car payments or food purchases and suggest ways in which the family can cut costs while still maintaining a comparable standard of living.

Option 1: Cars

Introduction: Let's review the Park's monthly budget:

Monthly Income:	\$5 900
Monthly Expenses:	\$6 754
Car payments:	\$1 459

(new Lexus: \$579 per month; new BMW: \$800 per month)

As you can see, the Parks do not make enough money to cover their monthly expenses, and a part of the problem is the amount of money they are spending each month to lease their cars.

Unfortunately, the Parks do not live near any transit routes, and they do need two cars to get to work, and drive the kids to school or activities. You will conduct some research about the cars they have chosen to lease and see if there isn't a reasonable compromise.

Instructions: Use the Internet, a local newspaper from your community, or a daily paper from a large city and consult car ads. How are cars like a Lexus or a BMW often described? Do you notice words like luxury, executive, or plush?

Next, research what it means to lease or purchase a new car. Compare rates and conditions in the advertisements you look at. Usually vehicles are leased for one or two years, at the end of which the customer has the option of buying out the lease (purchasing the car, less a portion of the lease payments), or returning it to the dealer. Some people choose to lease vehicles because they can afford the lease payments on new cars but can't afford to buy a new car every year or two.

Find examples of luxury cars and family cars in your research material. Compare the differences in lease payments amongst types of cars, and compare lease payments and purchase payments on the same model cars.

Use the following Research Template to guide your research. You may copy this template if you wish to research more than two options. Submit this template with your section assignment. (10 marks)

Research Template	
Luxury Car	Family Car
Make & Model:	Make & Model:
Words Used to Describe Car:	Words Used to Describe Car:
Leasing Options & Rates:	Leasing Options & Rates:
Purchasing Options & Rates:	Purchasing Options & Rates:
Additional Information:	Additional Information:

Using information from your research, complete the following fact sheet on the vehicle you would recommend the Parks obtain to help reduce their monthly expenses.

Recommended Vehicle

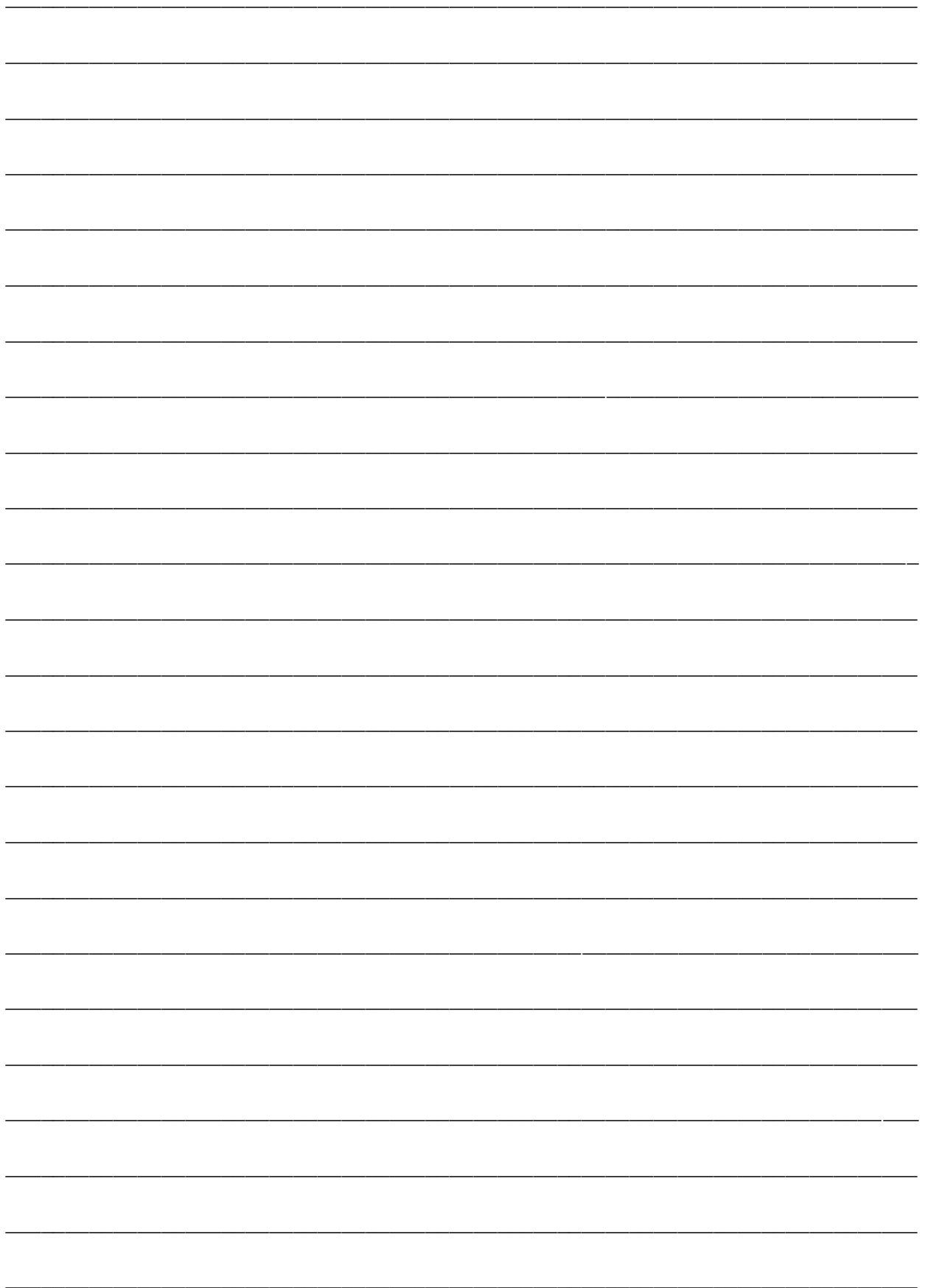
1. Make and model of vehicle: (1 mark)

2. Full purchase price: (1 mark)

3. Lease payment option: (1 mark)

4. Purchase payment option: (1 mark)

5. In a paragraph, make a recommendation of whether the Parks should buy or lease the vehicle you have selected. Then, provide and fully explain two reasons for your recommendation. Be sure to use concrete details such as payment amounts. (6 marks)



Evaluation Guidelines	Marks
Option 1: Cars 1 mark per question Paragraph Scoring Guide	4 6
Total Marks	/10

Option 2: Food

Introduction: Let's review the Park's monthly budget:

Monthly Income: \$5 900

Monthly Expenses: \$6 754

Food: \$1 000

(groceries: \$600; take-out and restaurants: \$400)

As you can see, the Parks do make enough money to cover their monthly expenses, and a part of the problem is the amount of money they are spending each month on food.

Food is a big part of any family's budget and difficult to make cuts to—after all, good nutrition is vital for health. However, certain types of food are more costly than just-as-healthy, but less convenient types.

Instructions: Use the Internet, a local newspaper from your community, or a daily paper from a large city and consult grocery and restaurant ads. Examine the costs of basic food purchases such as cereal, cheese, and bread. (10 marks)

Look at this typical week's worth of food purchases for the Park family.

Trip	Purchases: (one week)	Amount (\$)
1	2 frozen pizzas (12 inches each)	12.57
	Small box of cereal (400g)	4.98
	Frozen pre-cooked bacon (250g)	6.99
	Mini-yogurt containers (6 x 100ml)	4.68
	4“Lunchables” style pre-packaged lunches	14.00
	2L milk	3.35
	Loaf of sliced bread	3.59
2	4 breakfast sandwich combos from fast-food doughnut shop	16.37
3	1 dozen eggs	4.60
	Medium sized package of cheese slices	5.25
	Deli ham slices (400g)	6.37
	Deli salad (300g)	3.89
4	Specialty coffee (1 pound)	13.99
5	Take-out sub-sandwiches (4x12 inch) Lunch	26.00
	Medium sodas (4x8 oz)	3.80
6	Family dinner–fried chicken from fast food restaurant.	24.99
7	2L of milk	3.35
	Small box of cereal (400g)	4.98
	Pre-chopped stir-fry vegetables	4.87
	Fruit salad from the deli counter(500g)	7.29
8	Restaurant dinner	65.00

Step 1: Sorting the Purchases

Now, look through your research material and consider what suggestions you could make for ways the family might reduce their food costs. First sort the purchased items into the relevant categories. (The first column is done for you.) (2 marks)

Single Serve	Restaurant Purchases	Convenience Foods
Mini yogurt containers (6 x 100ml)		
4 “Lunchables” style pre-packaged lunches		
Medium sized package of cheese slices		
Deli ham slices (400g)		
Deli salad (300g)		

Step 2: Examining the Purchases

The total food cost for a one-week period for this family is \$240.91.

1. List two items that could be bought in larger quantities or in bulk rather than in ‘single serve’, thereby reducing the cost of the purchase. (2 marks)

a. _____

b. _____

2. Choose one restaurant/convenience food item, and suggest a more cost effective alternative. (i.e.: small whole ham sliced at home, rather than deli sliced). (1 mark)

item: _____

alternative: _____

3. Find three items on the family's grocery list that are on special at your local grocery store, or listed as on special in a newspaper ad or coupon. By purchasing coupons or sale items, outline what savings the family could have made this week? Follow the example provided. (3 marks)

Item	Cost in budget	Sale/Coupon Cost	Money Saved
Deli Salad	\$3.89	\$2.99	\$0.90

4. Make two recommendations to the family on how they could reduce their overall food expenses? (2 marks)

1. _____

2. _____

Evaluation Guidelines	Marks
Option 2: Food See individual questions for marks	10
Total Marks	/10

Section 3 Assignment: Part 4

Exploring Issues

Resources:

- *Families in Society* DVD
- *Foundational Skills Package*

In this lesson, you have learned about some economic, social, and emotional issues and challenges in families today. In particular, you have learned about issues related to childcare and eldercare. In this section assignment, you are going to explore one of these topics in greater depth and write a multi-paragraph composition (essay) on the topic.

Instructions:

Step 1:

Select a topic that you would like to explore in this section assignment, and view the related videos on the *Families in Society* DVD on the topic.

Topic Choices:

Choice A:

Many families today face economic, social, and emotional issues and challenges related to childcare.

- *Kids Can Wait: BC's Child Care Crisis*
- *Part of Our Lives: Supportive Child Care*

OR

Choice B:

Many families today face economic, social, and emotional issues and challenges related to eldercare.

- *When Your Parents Need You*
- *The Club Sandwich Generation*

Viewing Guide

As you watch each video, take notes on the relevant information presented on your topic. The following template may be a useful note-taking guide for you.

Video Title:		
Economic Issues	Social Issues	Emotional Issues

Step 2:

Compose a five-paragraph composition on Choice A or Choice B. Your composition should be structured as follows:

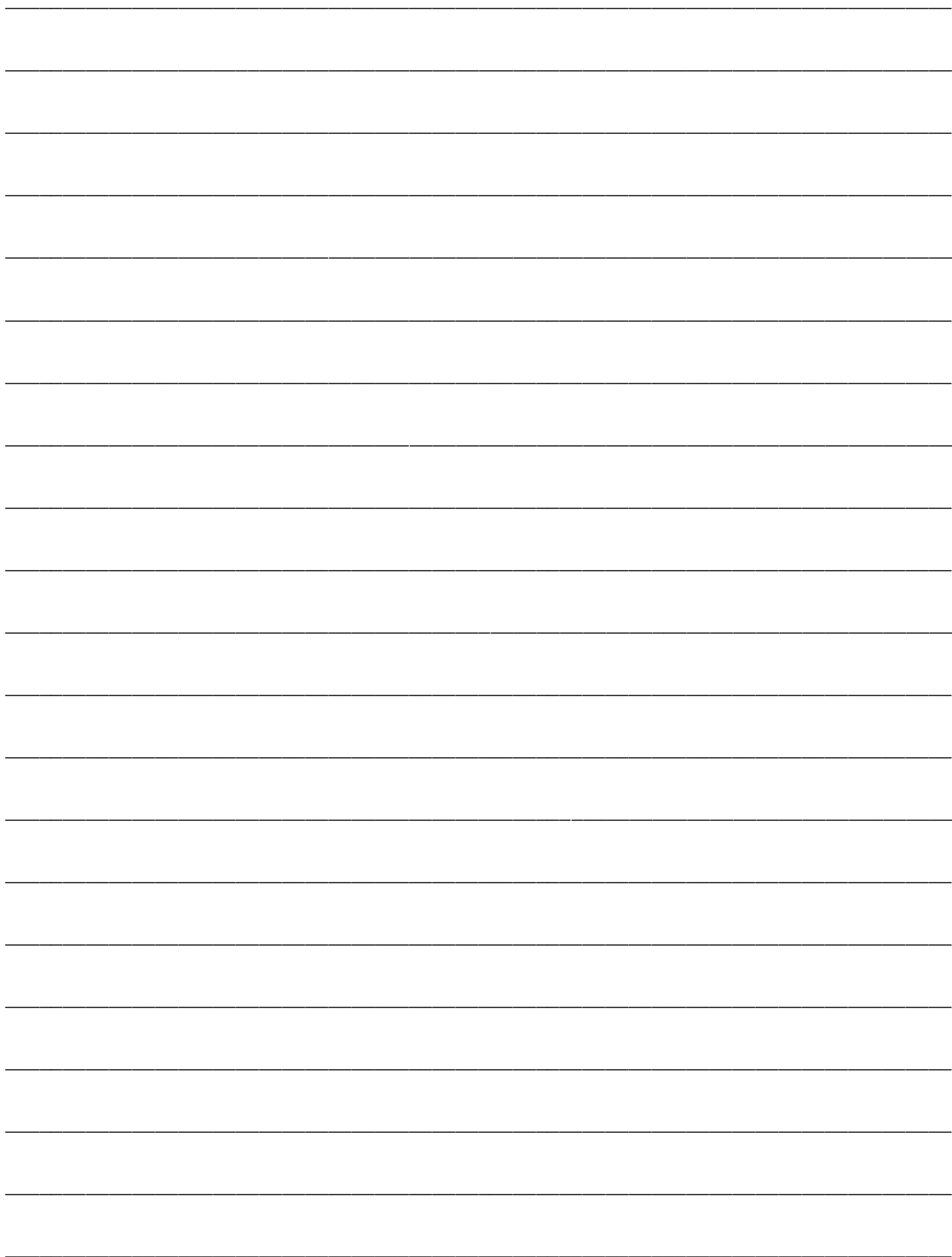
- **Paragraph One:** Introduction with thesis statement.
- **Paragraph Two:** Economic issues and challenges related to your topic.
- **Paragraph Three:** Social issues and challenges related to your topic.
- **Paragraph Four:** Financial issues and challenges related to your topic.
- **Paragraph Five:** Conclusion: You may include your personal opinion, or a solution to these challenges as you conclude your composition.

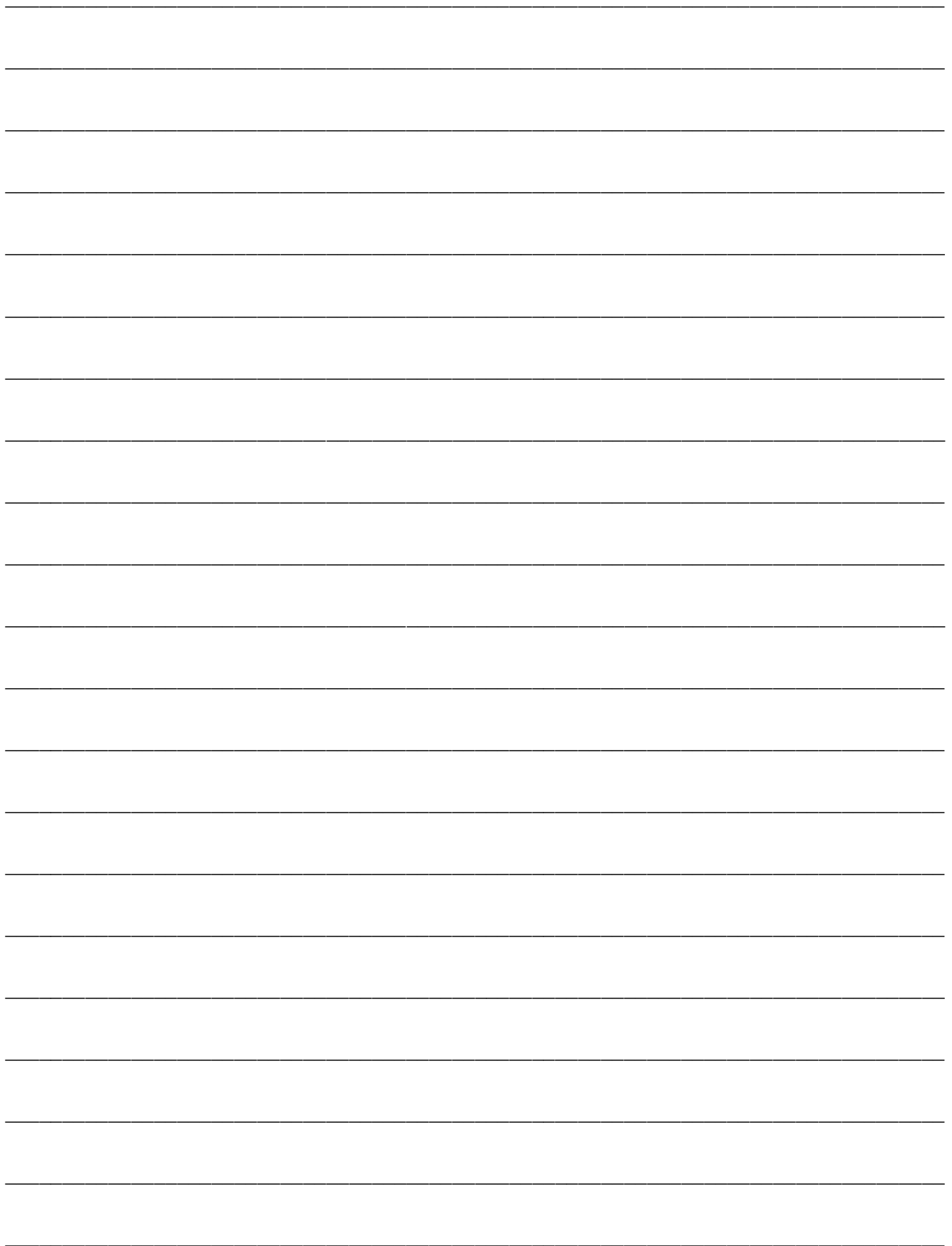
You may use information from the lesson, from the videos, from your own life experience, or other sources for the content of this composition. When quoting directly from outside sources, remember to cite this information in your composition.

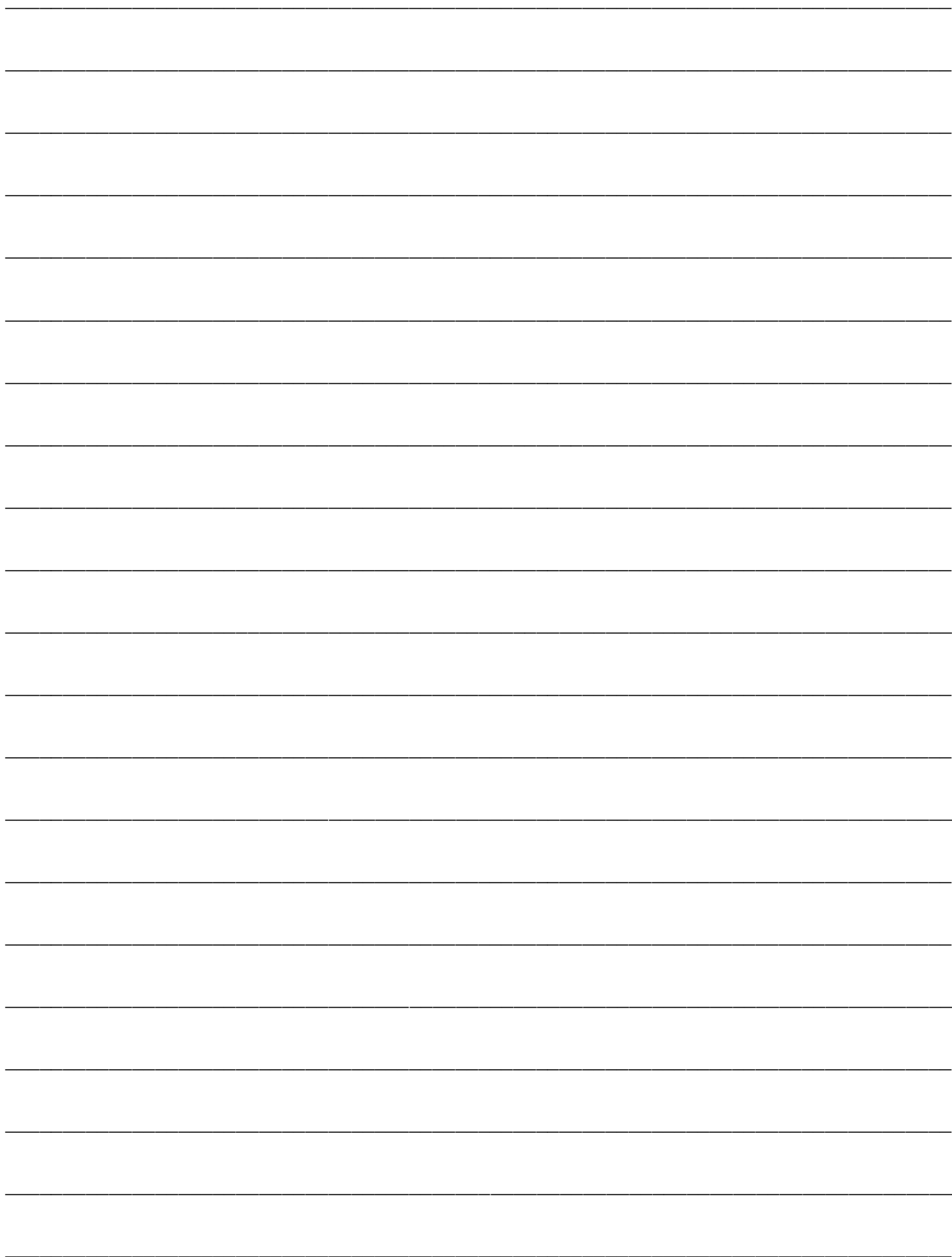


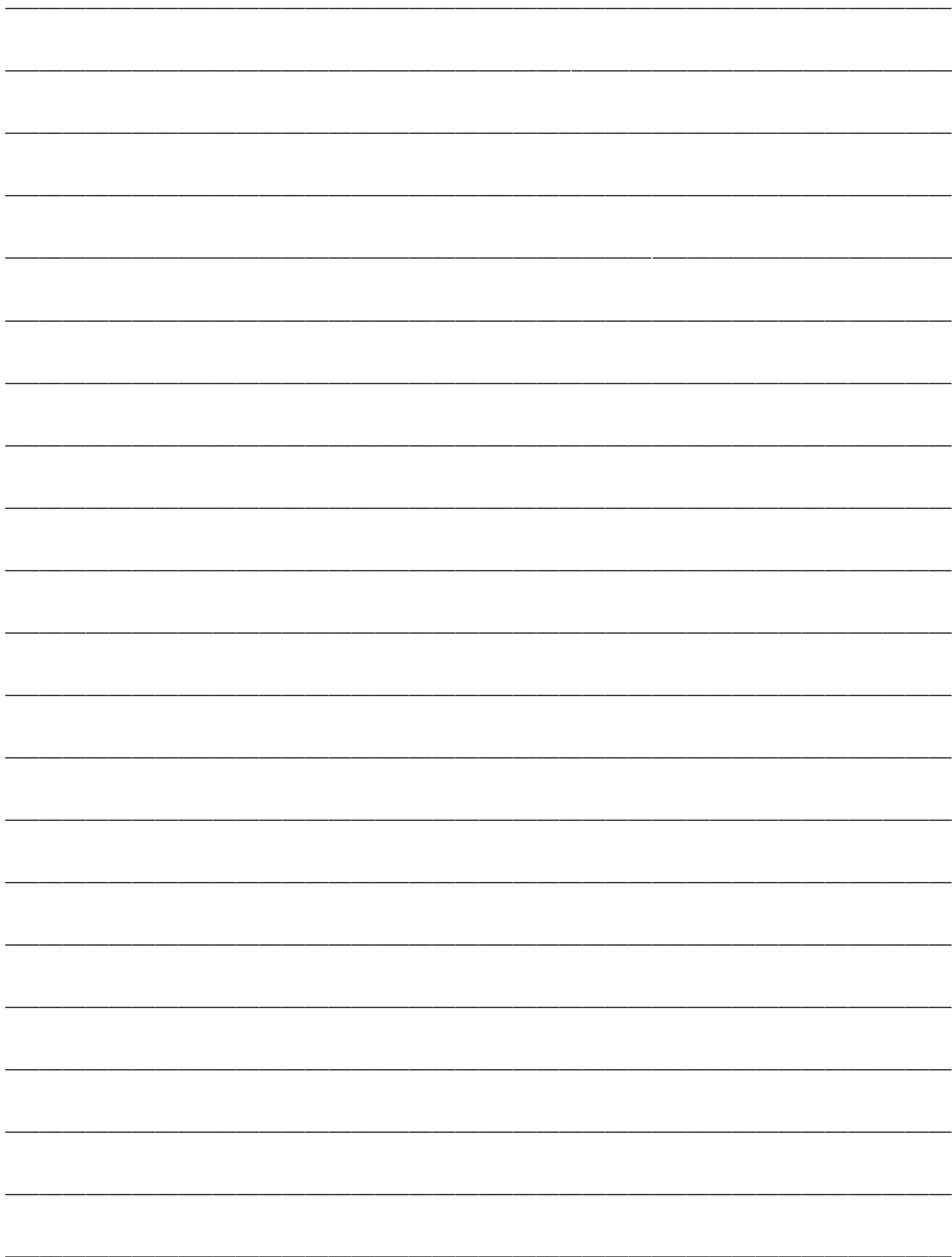
Go to your *Foundational Skills Package* to review “Multi-paragraph Composition Structure” and “Citing Your Sources”

Evaluation Guidelines	Marks
Multi-paragraph Scoring Guide x 4 (see Appendix)	24
Total Marks	/24







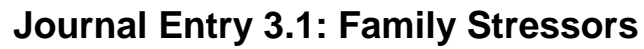


Section 3 Assignment: Part 5

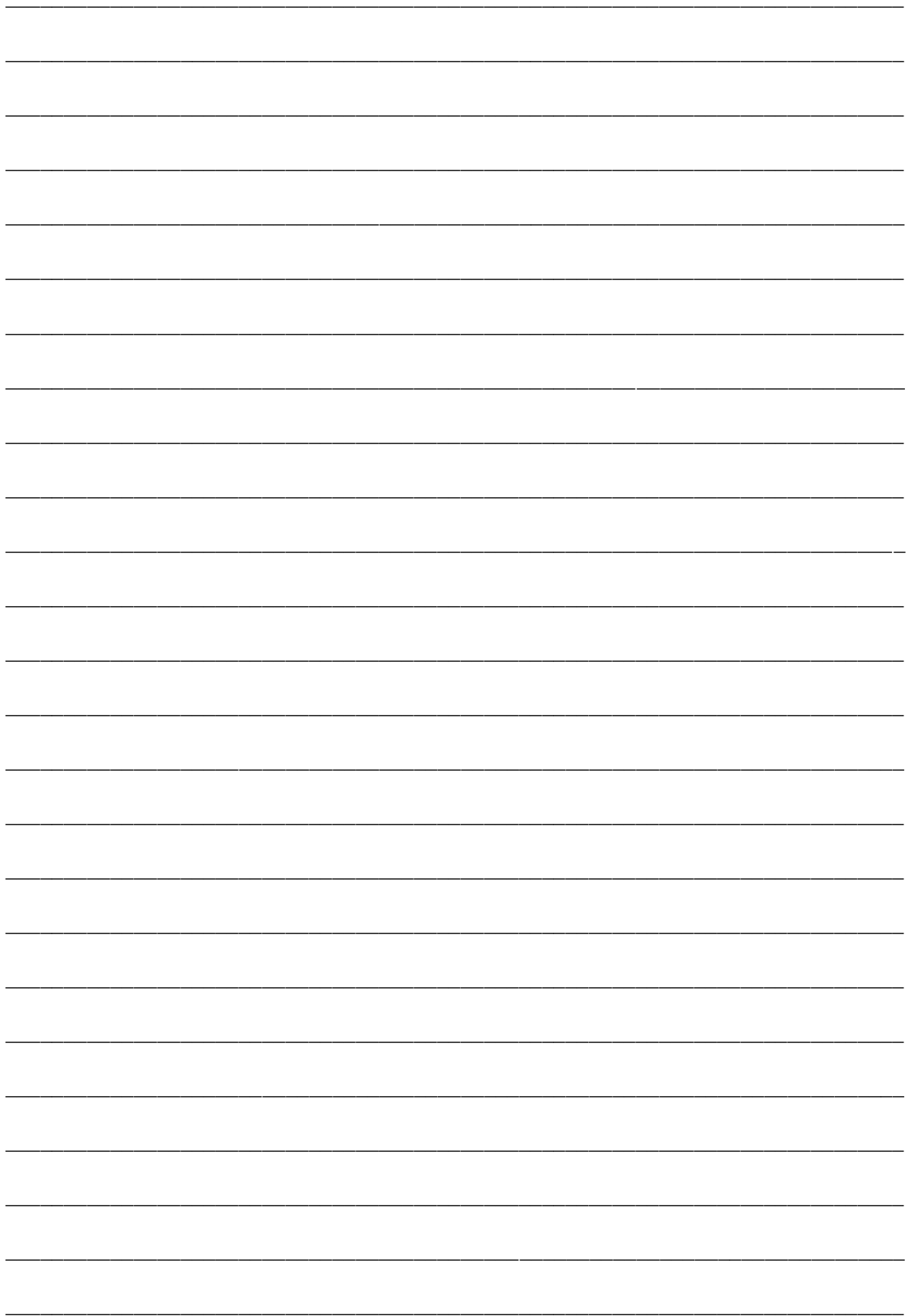
Journal Entries

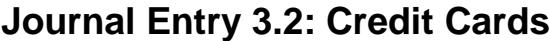
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Journal Scoring Guide per entry	4
Total Marks	/12



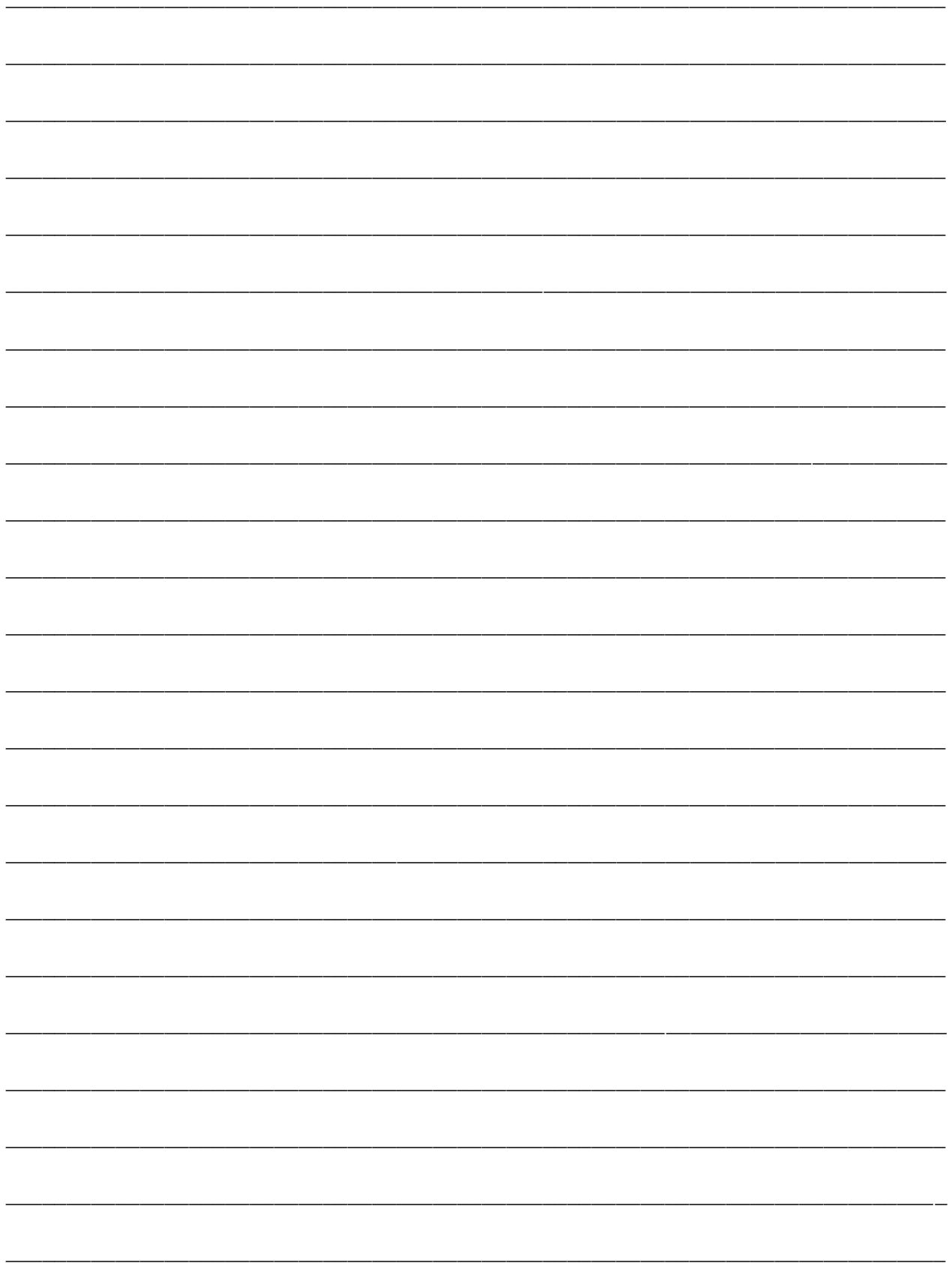
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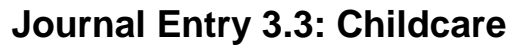




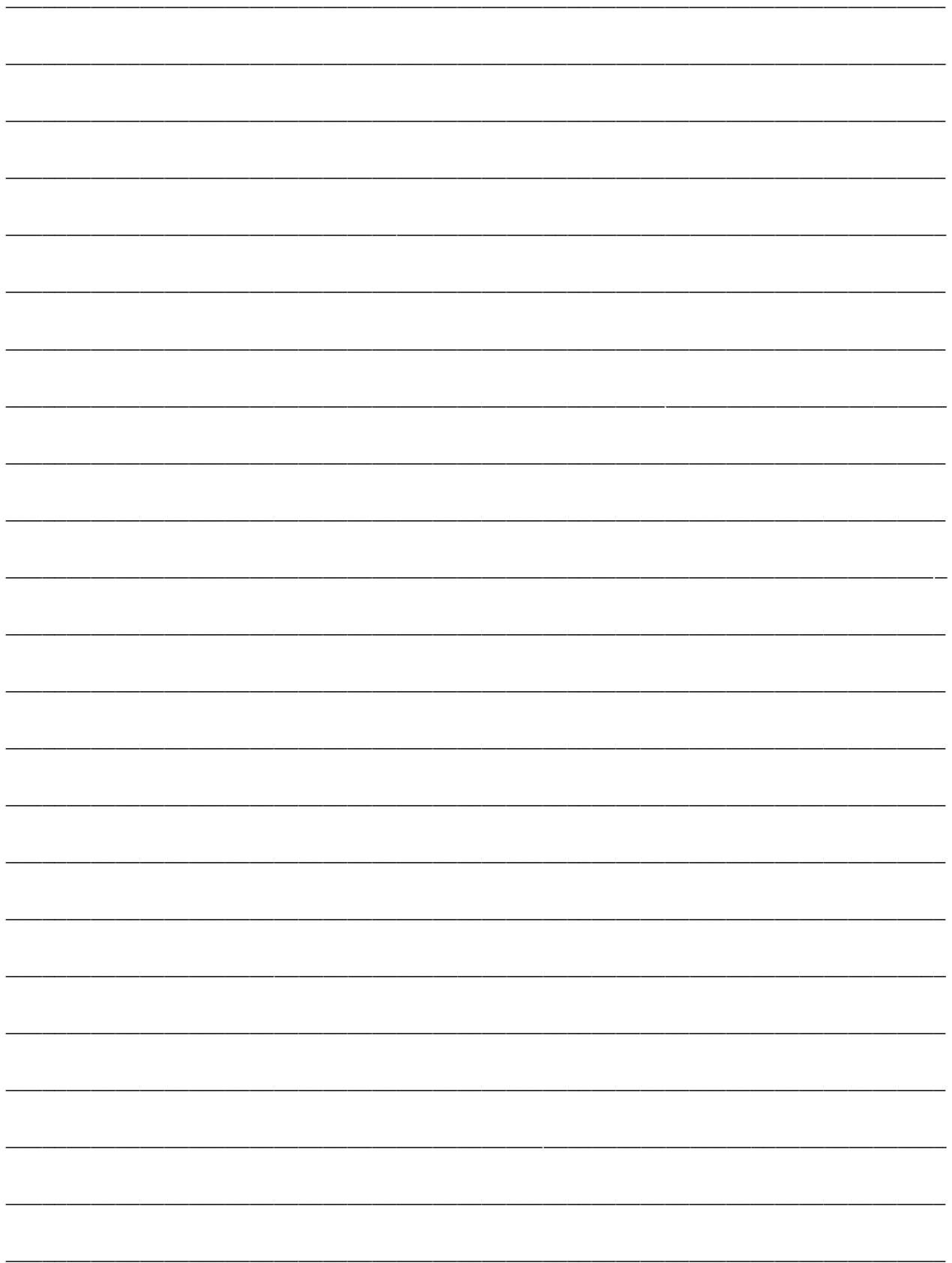
What are your thoughts on credit cards? Should there be a minimum age at which individuals should be permitted to use credit cards? Is there value in families using credit cards if they can't pay off their bills in full at the end of the month

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Journal Scoring Guide

4 ➡ Good!	<p>Your Journal response is reflective, detailed, and lively.</p> <p>Written Expression—how it's said:</p> <ul style="list-style-type: none">• Obvious purpose for writing• Interesting and engaging to the reader• Intentional organizational structure <p>Content—what is said:</p> <ul style="list-style-type: none">• Specific, accurate information• Well chosen examples and details• Insightful reflections and connections to broader issues
3 ➡ A Pass!	<p>Your Journal response is reflective, effective, and solid.</p> <p>Written Expression—how it's said:</p> <ul style="list-style-type: none">• Sense of purpose is apparent• Good development but unoriginal• Clear organizational structure <p>Content—what is said:</p> <ul style="list-style-type: none">• Accurate but general information• Appropriate details and examples• Basic reflections and connections to broader issues
2 ➡ Almost!	<p>Your Journal response is minimally developed and weak.</p> <p>Written Expression—how it's said:</p> <ul style="list-style-type: none">• Purpose is hard to determine• Minimal development and unoriginal ideas• Loose organizational structure; difficult to follow <p>Content—what is said:</p> <ul style="list-style-type: none">• Brief and generalized information• Obvious or unrelated examples and details• Few reflections and connections to broader issues
1 ➡ Not Yet!	<p>Your Journal response is inaccurate and incomplete.</p> <p>Written Expression—how it's said:</p> <ul style="list-style-type: none">• Sense of purpose is not evident• Response is too brief to evaluate• Disorganized structure makes the response difficult to understand <p>Content—what is said:</p> <ul style="list-style-type: none">• Presents brief and possibly inaccurate information• Response is a summary or a single idea rather than a reflection
0 ➡	<p>The response is off topic or difficult to understand</p>

Multi-paragraph Scoring Guide

6 ➡ Wow!	<ul style="list-style-type: none">• Forceful thesis statement that directly addresses the topic• All paragraphs are fully developed, relevant, and directly support the thesis• Logical sequence of ideas; effective concluding paragraph• Sentences are controlled and varied in structure• Word choice is appropriate and precise: few mechanical errors
5 ➡ Strong!	<ul style="list-style-type: none">• Clear thesis statement that addresses the topic• Most paragraphs are developed, relevant, and generally support the thesis• Logical sequence of ideas; strong concluding paragraphs• Sentences are mostly controlled and varied in structure• Word choice is appropriate and accurate: some mechanical errors
4 ➡ Good!	<ul style="list-style-type: none">• Adequate thesis statement that addresses the topic• Paragraphs are partially developed, relevant, and provide obvious or general support for the thesis• Some logic in the sequence of ideas; adequate concluding paragraph• Sentences and word choice are simple with an attempt at variety• A number of writing errors, but meaning is clear
3 ➡ A Pass!	<ul style="list-style-type: none">• Simple thesis statement that attempts to address the topic• Paragraph development is weak but supports the thesis in a general or obvious way• Attempt at logical sequence of ideas; concluding sentence is present but ineffective• Awkwardness in sentence structure and word choice• Numerous errors may interfere with meaning in some places
2 ➡ Almost!	<ul style="list-style-type: none">• Thesis statement is present but may not address topic• Paragraphs are underdeveloped and may not logically address the topic• Sequencing of ideas may be confusing; concluding paragraph is present but ineffective• Awkwardness in sentence structure and word choice• Numerous errors may interfere with meaning in some places
1 ➡ Not Yet!	<ul style="list-style-type: none">• Thesis statement is absent or does not address the topic• Ideas and writing have little or no sense of purpose• Maybe one paragraph only or too short to adequately assess• Awkwardness in sentence structure and word choice• Significant number of errors creates interferes with meaning
0 ➡	<ul style="list-style-type: none">• The response is off topic or difficult to understand

Paragraph Scoring Guide

6 ➡ Wow!	<ul style="list-style-type: none">• Forceful topic sentence that directly addresses the topic• All ideas are relevant and directly support the topic sentence• Logical sequence of ideas; effective concluding sentence• Sentences are controlled and varied in structure• Word choice is appropriate and precise: few mechanical errors
5 ➡ Strong!	<ul style="list-style-type: none">• Clear topic sentence that addresses the topic• Most ideas are relevant and generally support the topic sentence• Logical sequence of ideas; strong concluding sentence• Sentences are mostly controlled and varied in structure• Word choice is appropriate and accurate; some mechanical errors
4 ➡ Good!	<ul style="list-style-type: none">• Adequate topic sentence that addresses the topic• Ideas support the topic sentence but are general or obvious• Some logic in the sequence of ideas; adequate concluding sentence• Sentences and word choice are simple with an attempt at variety• A number of writing errors, but meaning is clear
3 ➡ A Pass!	<ul style="list-style-type: none">• Simple topic sentence that attempts to address the topic• Some ideas support the topic sentence but are general or obvious• Attempt at logical sequence of ideas; concluding sentence present but ineffective• Awkwardness in sentence structure and word choice• Numerous errors may interfere with meaning in some places
2 ➡ Almost!	<ul style="list-style-type: none">• Topic sentence is present, but may not address the subject• Ideas attempt but do not logically address the topic• Sequencing of ideas is confusing; concluding sentence present but ineffective• Awkwardness in sentence structure and word choice• Numerous errors may interfere with meaning in some places
1 ➡ Not Yet!	<ul style="list-style-type: none">• Topic sentence absent or does not address the topic• Ideas and writing have little or no sense of purpose• Maybe too short to adequately assess• Awkwardness in sentence structure and word choice• Significant number of errors creates interferes with meaning
0 ➡	<ul style="list-style-type: none">• The response is off topic or difficult to understand

Visual Design Scoring Guide

6 ➡ Wow!	<ul style="list-style-type: none">• Your superior product is thoughtful, creative, and well designed• Product has a clear purpose and sense of audience• Includes significant and relevant details• Layout is balanced and logically organized• Effective use of titles and headlines; important elements are clearly emphasized• Strong visuals add to the product• May contain some minor errors
5 ➡ Strong!	<ul style="list-style-type: none">• Your effective product is clear, organized, and well designed• Product has a sense of purpose and audience• Includes most significant details• Layout is balanced and logically organized• Appropriate titles and headlines with some elements emphasized• Effective visuals add to the product• May contain a handful of minor errors or gaps
4 ➡ Good!	<ul style="list-style-type: none">• Your competent product is acceptable• Product has some sense of audience and purpose• Some details may be missing or repeated• Organization is present but may lack balance• Acceptable titles and headings with some elements emphasized• A number of errors; some gaps present
3 ➡ A Pass!	<ul style="list-style-type: none">• Your adequate product is minimally acceptable• Weak sense of audience and purpose• May contain irrelevant details or some details may be missing• Lack of organization and balance• Titles, headings, and visuals may be weak or missing• Numerous errors; gaps are present
2 ➡ Almost!	<ul style="list-style-type: none">• Your inadequate product is incomplete and unclear• Product doesn't address audience or purpose• Details are irrelevant or missing• Some visual support but lacks balance• Titles and headings are weak or missing; visuals less than acceptable• Numerous errors interfere with meaning
1 ➡ Not Yet!	<ul style="list-style-type: none">• Your product is unacceptable• An attempt was made• The product does not demonstrate an understanding or the purpose• Significant information is missing; layout is inappropriate
0 ➡	<ul style="list-style-type: none">• The product is off topic or difficult to understand