

# Interpersonal and Family Relationships

## 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 ***Interpersonal and Family Relationships*** course. BC teachers, instructional designers, graphic artists, and multimedia experts developed the course and blackline masters.

**Please note that the rights to reproduce materials from the *Interpersonal and Family Relationships Blackline Masters* is restricted to the individual purchaser. Teachers may reproduce solely for use with their own classes.**

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

To order, contact:

Open School BC Customer Service Team  
Phone: 250-356-2820 (Victoria)  
1 888 883 4766 (Toll-free)  
[info@openschool.bc.ca](mailto:info@openschool.bc.ca)

or Visit our website at  
<http://www.pss.gov.bc.ca/osbc/>

Copyright 2009 Open School BC, Victoria, British Columbia. ALL RIGHTS RESERVED. This publication is protected by copyright, and permission should be obtained from the publisher prior to any prohibited publication, storage in a retrieval system, or transmissions in any form or by any means, electronic, mechanical, photocopying, recording, or likewise. For information regarding permission, contact Open School BC.

## Activity 1

# Communication Test

We all communicate in a variety of ways with the intent of making our thoughts and feelings understood. The following test will provide you with some insight as to how well you communicate. The answers that you provide will give you some insight into areas of communication that need improvement or that can be perfected.

Instructions: Answer the following questions honestly. Think about how you communicate in two different but specific situations such as with a family member, a friend, a colleague, or teacher. This will give you an accurate picture of how you communicate in multiple situations. There is no right or wrong answer in this test!

Understanding	Almost never true	Rarely true	Sometimes true	Often true	Most of the time true
I explain my ideas clearly.					
When someone is talking, I can easily see their point of view.					
Even if I disagree, I can understand the opinion of another person.					
I am often misunderstood.					
I try to clarify if someone does not understand what I am saying.					
I ask for clarification when I do not understand something.					

Listening	Almost never true	Rarely true	Sometimes true	Often true	Most of the time true
I am comfortable listening to the feelings of others.					
When I am speaking with someone, I am attentive to their body language.					
When conversing with someone, I can detect how the person is feeling.					
I think it is okay to interrupt someone if I have an important point to make.					
When I know what someone is saying, I finish their sentences.					
When I am disinterested in a conversation, I tune out what the other person is saying.					

Conflict Resolution	Almost never true	Rarely true	Sometimes true	Often true	Most of the time true
When I am angry, I admit it.					
When I am in a conflict, I look for ways to resolve the situation.					
I am able to resolve conflict without losing control of my emotions.					
I believe that open and honest communication can resolve most disagreements.					

Self-Expression	Almost never true	Rarely true	Sometimes true	Often true	Most of the time true
I express my opinions even if others do not share them.					
I am comfortable speaking about my own feelings.					
When I feel intimidated, I do not contribute to the conversation.					
I am aware of how my body language influences the way I communicate with others.					

## Activity 2

# Word Emphasis

The same sentence can have multiple meanings based on the words that are emphasized. Repeat the following sentence by placing emphasis on the word that is bolded. Consider how a specific emphasis focuses the meaning of the sentence.

<b>Mary</b> had a little lamb.	<i>Mary, not Sally, had the lamb.</i>
Mary <b>had</b> a little lamb.	<i>She had it once, but she doesn't have it now.</i>
Mary had a <b>a</b> little lamb.	<i>She only had one lamb.</i>
Mary had a <b>little</b> lamb.	<i>The lamb was little, not big.</i>
Mary had a little <b>lamb</b> .	<i>She had a lamb, not a dog.</i>

**Instructions:** How do word emphasis and punctuation change the meaning of the following sentences? Repeat the sentence aloud placing emphasis on both the word that is bolded and the punctuation. Record the meaning of the sentence in the space provided.

1. Jane is coming to the party.

---

2. Jane is coming to the party?

---

3. Jane is coming to the party!

---

4. Jane is coming to the party.

---

5. Jane is coming to the party?

---

### Activity 3

## Keep It Simple

The KISS principle refers to “Keep It Simple.” When writing an email message, apply the KISS principle because the more simply something is stated, the less opportunity there is for confusion or misunderstanding. In the absence of body language and voice tone, the receiver can only rely on the written word.

**Instructions:** Read the following email message. In the space provided, record your response to the question posed.

From: Steve Writer, VP of Publications  
To: Peter Packer, Sales Associate  
CC: Stella Jones, Accounts Manager; Cindy Reid, Director of Sales  
Subject: ‘Sick’ days

I heard from Stella, the Accounts Manager, that you took yesterday afternoon OFF as sick time. We allow for sick time, but you really have to be SICK to take time off. If you aren’t sick and just want the afternoon OFF, you have to ask Stella. We have a budget to meet and we cannot afford to be paying for sick time if our employees are not sick. How many sick days have you accumulated this year so far? About 100 I think?! If it is snowing, we understand that commuting to work can be hard but we have a policy for ‘snow days.’ READ IT!

BTW, I need your report by this afternoon—I certainly hope that you are no longer SICK.

Steve.

VP Publications

Identify three elements in the email message that demonstrate ineffective email communication.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## Activity 4

# Improving Email

**Instructions:** Read the following revised email message. In the space provided, record your response to the question posed.

From: Steve Writer, VP of Publications  
To: Peter Packer, Sales Associate  
CC: Stella Jones, Accounts Manager; Cindy Reid, Director of Sales  
Subject: 'Sick' days

Hello Peter,

Stella, the Accounts Manager, noted that you were off work yesterday. There is some confusion as to whether you were taking a sick day or a snow day. Can you respond to this email and clarify the reason for your absence?

Also, here is just a quick reminder that your report is due this afternoon. Please contact me if you are unable to make this deadline.

Steve.

VP Publications

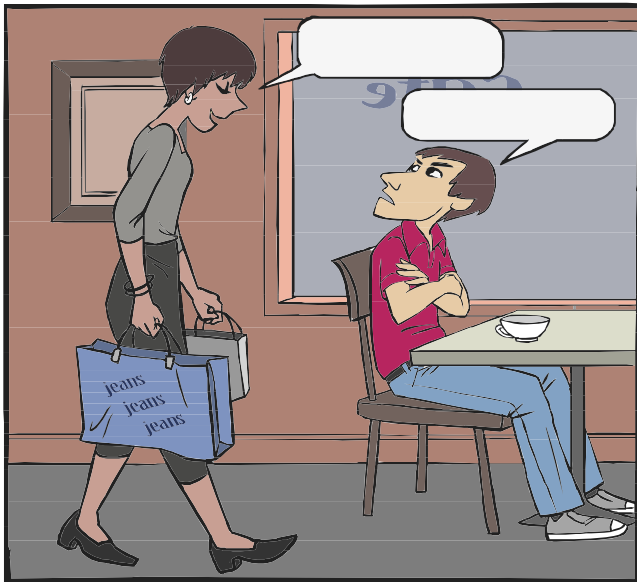
Identify three elements in the revised email message that demonstrate effective email communication.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## Activity 2

### “You” Statements

**Instructions:** Examine the following graphic. Fill in the speech bubbles with one of the characters making a “You” statements and the other responding defensively.



### Activity 3

## “Using I” Statements

The use of “I” statements promotes effective communication. When we speak from our own perspective, we communicate accurate information. Oftentimes when we say, “You think, You did, You are,” we are making assumptions about someone’s intentions. We can only accurately speak about our own intentions.

In addition to offering accurate information, the use of “I” statements allows the other person to be receptive rather than defensive. Effective communication needs a sender of accurate information and a willing, open receiver.

**Instructions:** Rewrite the following “You” statements into “I” Statements.

**Example:**

**“You” Statement:** You always leave your shoes at the front door.

**“I” Statement:** When your shoes are left at the front door, I feel annoyed because it makes the entrance of our home look untidy.

1. “You” Statement: You are always late.

“I” Statement: \_\_\_\_\_  
\_\_\_\_\_

2. “You” Statement: You never remember to turn off the lights.

“I” Statement: \_\_\_\_\_  
\_\_\_\_\_

3. “You” Statement: You forgot to take out the garbage.

“I” Statement: \_\_\_\_\_  
\_\_\_\_\_

4. “You” Statement: Are you watching television again? You watch more television than anyone in this family.

“I” Statement: \_\_\_\_\_  
\_\_\_\_\_

5. “You” Statement: You always stay out too late.

“I” Statement: \_\_\_\_\_  
\_\_\_\_\_



6. "You" Statement: You always make me do all the work. You never make Michael do anything.

"I" Statement: \_\_\_\_\_  
\_\_\_\_\_

7. "You" Statement: You never do what I ask you to do. You are always disagreeing with me.

"I" Statement: \_\_\_\_\_  
\_\_\_\_\_

8. "You" Statement: You never want to do anything. You are so lazy.

"I" Statement: \_\_\_\_\_  
\_\_\_\_\_

9. "You" Statement: Would you listen to me? You always interrupt me!

"I" Statement: \_\_\_\_\_  
\_\_\_\_\_

10. "You" Statement: You need to do your homework.

"I" Statement: \_\_\_\_\_  
\_\_\_\_\_







## Section 1 Assignment: Part 1

# The Powers of Observation

"A picture is worth a thousand words," is a commonly heard expression. Just as an illustration or a piece of artwork can tell a story, so too can a person's facial expressions. What a person is thinking and feeling can oftentimes be seen on their faces. They do not need to say anything to communicate their inner most thoughts.

**Instructions:** You may choose Option A or Option B for this assignment. Do NOT complete both. (30 marks)

### Option A: A Thousand Words

#### Sketching a Tale

Look at the two scenes provided on the following page. Examine the facial expressions and body language of each of the people. Now, imagine a story that is going on behind each scene.

Select one of the scenes that you find more interesting. Using the template provided, draw the story that the picture tells in six frames. The story can be drawn in cartoon or real-life style. Thought bubbles and words can be included in the story. (12 marks)

Title of the story: \_\_\_\_\_

I chose picture number \_\_\_\_\_

Character(s) name(s): \_\_\_\_\_

\_\_\_\_\_



1.

2.

3.

4.

5.

6.



**Describing Your Tale**

**Instructions:** Now that you have drawn your story, answer each of the following questions about the scene you selected. Be sure to respond in complete sentences. (9 marks)

1. Based on the facial expression, what happened to the person? How can you tell? (2 marks)

---

---

---

---

2. What emotion(s) is he/she feeling? How can you tell? (2 marks)

---

---

---

3. How do others respond to the facial expression? How can you tell? (2 marks)

---

---

---

---

4. Does the facial expression match the thoughts and feelings of the person? Explain your response with at least two points. (3 marks)

---

---

---

---

**Paragraph Response:**

**Instructions:** In a paragraph of approximately 150 words, respond to the question, 'What do you think non-verbal communication reveals about people?' Include three points about non-verbal communication. **(9 marks)**



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

[illegible]



# Option B: Observing Non-Verbal Communication

## People Watching

People watching can be a fascinating activity. What we observe without hearing what the people are saying can reveal so much about them. When we watch their body language and facial expressions, we can tell if the person is happy, sad, angry, in a rush, relaxed, and so much more.

**Instructions:** Visit one of your favourite restaurants, cafés, or other places to people watch. While there, take note of a group of people and their non-verbal communication. Are the people smiling, laughing, and/or talking? How closely are the people sitting together? Is anyone waiting for someone to arrive or to leave? What else do you notice? Record your observation notes in the template provided. **(12 marks)**

Observer's Notes	Location:
Who are you watching? Where are they?	
What are the people doing?	
What facial expressions do you see?	
How are the people positioned i.e., sitting, standing, etc.?	
What is the proximity or space between people?	
Other observations:	

## Describing Your Scene

**Instructions:** Answer the following questions based on your observation. Be sure to respond in complete sentences. **(9 marks)**

1. Describe the situation. Where did you go? Who did you observe? How long did you observe the situation? (3 marks)

---

---

---

---

2. What non-verbal communication cues did you notice? State a minimum of three communication cues. (3 marks)

---

---

---

---

3. Did the group have a similar non-verbal communication style or did one or two people have a different style? For example, did one person use hand gestures more noticeably than the other members of the group? (2 marks)

---

---

---

---

4. What do you think was the relationship between the people in the group? For example, are they friends, family members, team members, business acquaintances, or other? How can you tell? (1 mark)

---

---

---

---

## Paragraph Response

**Instructions:** In a paragraph of approximately 150 words, explain what you think non-verbal communication reveals about people? Make at least three points about what non-verbal communication reveals. **(9 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.







Section 1 Assignment: Part 2

# Communication Scenarios

Analyzing Communication

**Instructions:** Read through the following scenarios. Identify what makes the scenario an example of effective or ineffective communication and provide a reason for your choice. Use the lists provided in the lesson on Family Communication to support your response. **(25 marks)**

**Example:**

**Scenario:** A supervisor calls two employees to her office after an argument. She asks them to explain their positions and to listen to the other person’s perspective. Whenever one begins blaming the other, the supervisor reminds them “you can only control your own actions.” The conversation ends when both employees come to an agreement on how to work together despite their differences in opinion.

**Response:** This scenario is an example of effective communication because the supervisor validates both employees’ positions and discourages any blaming. She encourages them to take responsibility for themselves. Both employees agree to work together and accept their differences in opinion.

1. **Scenario:** A coach tells a player that his team is on a losing streak and that he has not been contributing to the team to his highest potential. After practice one day, the coach approaches the player and says, “I noticed that you missed three out of every four shots. Is something bothering you? I would like to see you working harder in practice. The team depends on you and your talent. Can I help you get back on track?” (3 marks)

---

---

---

---

---

2. **Scenario:** A teenager just got her report card and she is failing two subjects – Math and English. When she brings her report card home, her parents read it and say nothing about it. Later on that evening, she overhears her parents arguing about who is to blame for her failing marks. (3 marks)

---

---

---

---

---

3. **Scenario:** A group of friends has decided to skip school tomorrow. One tells his younger brother about the group's plan and swears him to secrecy. The next day the friends follow through on their plan. When the school principal asks the younger brother why his older brother is absent, he tells him the truth. When the older brother finds out that the younger one 'squealed', he threatens never to speak to him again. (3 marks)

---

---

---

---

---

4. **Scenario:** A family has recently moved to a new city. The parents are excited about the move because they now live closer to the grandparents and the father has been offered a promotion. One of the children is really missing her friends and her old school. Her mom notices that she is unhappy and says, "I have noticed that you are not yourself lately. I know that this move must be difficult for you. I miss a lot about our old home and neighbourhood. How I can we make this new place feel like home for you?" (3 marks)

---

---

---

---

---

5. **Scenario:** Two sisters usually walk home from school together. Today, the older sister wants to walk home with her friends and tells the younger one to walk behind. When they get home, the younger sister tells the older one that her actions bothered her and that she felt excluded. The older one says, "Too bad, I wanted to be with my friends. You got home didn't you?!" Note: base your response on the older sister's communication. (3 marks)

---

---

---

---

---

## Revising Communication

**Instructions:** Rewrite two of the previous ineffective communication scenarios to demonstrate effective communication. Explain the changes that you made. **(10 marks)**

### Example:

**Ineffective communication:** Your brother comes home from school one day and you notice that he is upset. You ask him why he is upset and he tells you 'nothing'. When your parents see him they ask him the same question and he gives them the same reply 'nothing'. That evening, your brother starts a fight with your parents, which escalates into a power struggle. You finally figure out that your brother is upset with your parents because he wants to go away with some friends for the weekend. Your parents are refusing to let him go.

**Effective communication:** Your brother comes home from school and tells you that he really wants to go away with his friends this weekend. He knows that your parents won't let him go for the whole weekend so he is considering asking them if he can go for one night. When your parents come home, he asks if he can join his friends for an overnight camping trip. Your parents agree to one night and they offer to drive him and pick him up. He agrees to this condition.

**Explanation:** This is an example of effective communication because both sides were willing to concede in order to come to a win/win resolution rather than a power struggle with both sides losing. The parents set healthy parameters and they also conceded to their son's wish to join his friends for an overnight. The son speaks openly about what is upsetting him rather than giving his family the 'nothing' silent treatment. The son does not express anger; rather he expresses his thoughts and feelings.

1. Scenario # \_\_\_\_\_

### Effective Communication:

---

---

---

---

---

---

---

---

---

---

**Explanation:**

---

---

---

---

---

---

---

---

2. Scenario # \_\_\_\_\_

**Effective Communication:**

---

---

---

---

---

---

---

---

Explanation:

---

---

---

---

---

---

---

---

Evaluation Guidelines	Marks
<b>Analyzing Communication</b>  1 mark per scenario for correct identification 2 marks per scenario for effective explanation	  5 10
<b>Revising Communication</b>  2 marks for the revision of each scenario 3 marks for the explanation of the revision	  4 6
<b>Total Marks</b>	<b>/25</b>

## Section 1 Assignment: Part 3

# Family Communication

### Resources:

*Interpersonal and Family Relationships DVD*

*Foundational Skills Package*

This assignment has two options. The assignment option you complete will be based on the video selection you make. **(20 marks)**



Go to your *Interpersonal and Family Relationships* DVD and watch either “Let’s Talk! A Kid’s Take on Talking to Parents” (23 minutes) or “Let’s Talk! A Parent’s Take on Talking to Kids” (22 minutes).

### Option A: Let’s Talk! A Kid’s Take on Talking to Parents

#### Multiple-choice Questions

**Instructions:** Answer the following multiple-choice questions based on the video “Let’s Talk! A Kid’s Take on Talking to Parents.” Choose the best answer to the following questions. (10 marks)

1. When teens act responsibly:
  - a) they can do whatever they want.
  - b) parents are more willing to give them freedom and independence.
  - c) they can take time off of school.
  - d) there will be no more problems at home.
2. Parents have difficulty:
  - a) seeing their teens as reliable.
  - b) compromising.
  - c) saying ‘yes’ to anything.
  - d) letting go and accepting their teenagers’ new independence.
3. Teens can learn from parents because:
  - a) parents have more knowledge and life experience.
  - b) parents are always right.
  - c) parents support the household financially.
  - d) parents have more common sense.

4. Talking to parents:
  - a) builds confidence and self-esteem.
  - b) might lead to misinterpreting their body language.
  - c) helps build a sense of trust and support.
  - d) both a and c.
5. Parents might sometimes seem bossy or angry:
  - a) because their teens misbehave.
  - b) because they are distracted by their work.
  - c) but they are actually afraid or worried for their teens.
  - d) because they don't want to communicate.
6. Which one of the following statements is true?
  - a) Parents are always good communicators.
  - b) It is important for both parents and teens to tell the truth about their feelings.
  - c) Listening is a secondary part of communication.
  - d) Parents are uninterested in what their teens have to say.
7. Which one of the following statements is false?
  - a) Choosing an appropriate time to talk to parents helps communication.
  - b) Honesty is an important factor for effective communication.
  - c) Only teens have difficulties communicating.
  - d) Body language communicates to others whether there is talking or not.
8. Often the best time for teens to talk to their parents is:
  - a) while driving.
  - b) right when they come home from work.
  - c) when their father is in the middle of a paying bills.
  - d) when the parents are watching TV.
9. Which behaviour(s) should be avoided when communicating?
  - a) sarcasm and anger
  - b) body language
  - c) interrupting and eye rolling
  - d) both a and c

10. Which statement best describes the overall theme in this video?

- a) Both teens and parents must be open and honest and work to improve their communication with one another.
- b) Effort and common sense are ingredients for good communication.
- c) Parents need to hear what their teens are saying and not judge them.
- d) Tell the truth about how you feel.

## Paragraph Response

**Instructions:** In a paragraph of approximately 150 words, respond to the following topic: (10 marks)

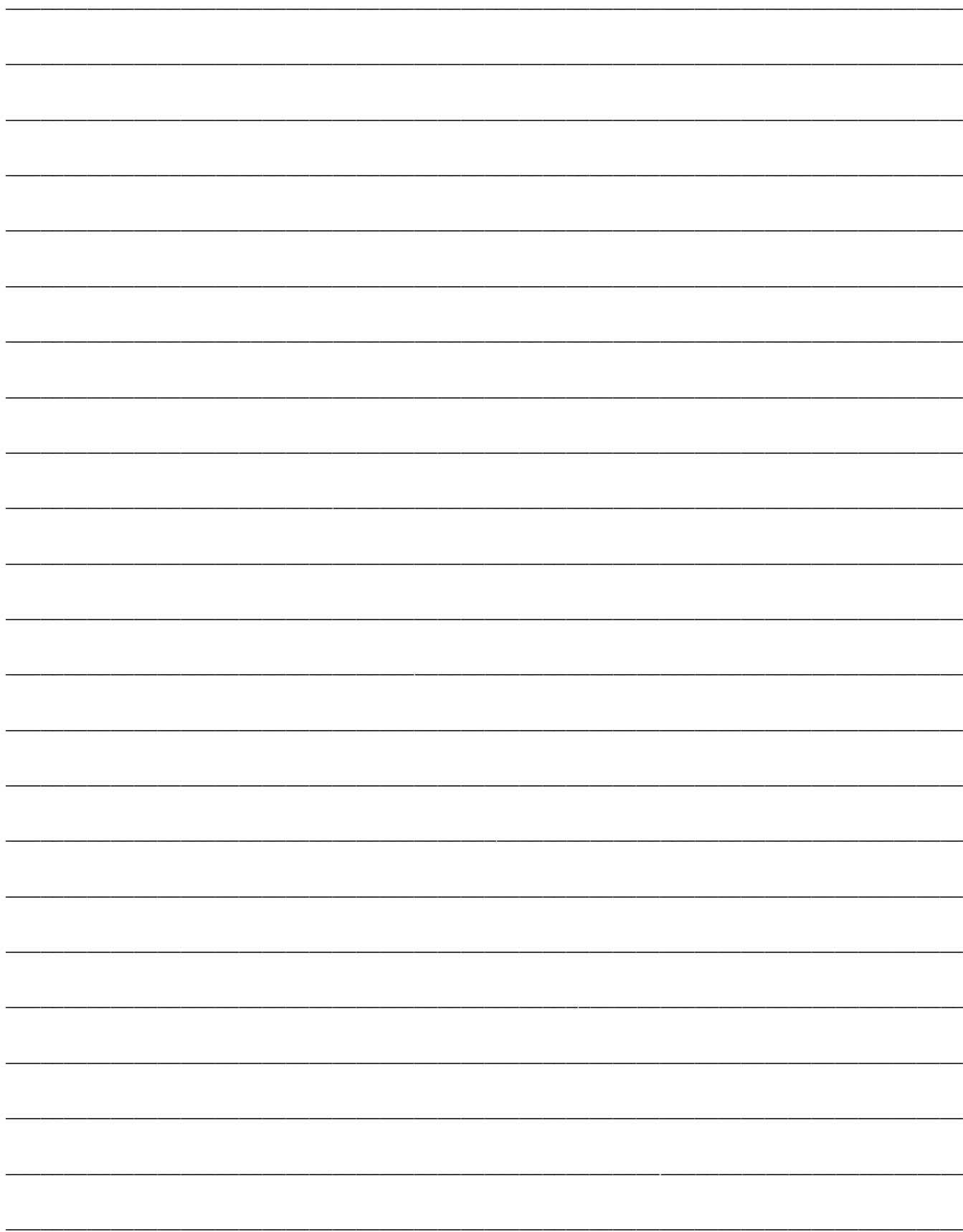
In your opinion, what is the teenager's primary responsibility when communicating with his/her parents and why? (For example: Teens should always be honest with their parents because honesty builds trust). And what is the parents' primary responsibility when communicating with their teens and why? (For example: Parents should be non-judgmental when talking with their teens so that teens feel free to express their opinions).



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

[illegible]





<b>Evaluation Guidelines</b>	<b>Marks</b>
<b>Option A: Let's Talk! A Kid's Take on Talking to Parents</b> <b>Multiple-choice Questions</b> 1 mark per question	10
<b>Paragraph Response</b> Paragraph Scoring Guide (see Appendix A) 1 mark for answering each question within	6 4
<b>Total Marks</b>	<b>/20</b>

## **Option B: Let's Talk! A Parent's Take on Talking to Kids**

### **Multiple-choice Questions**

**Instructions:** Answer the following multiple-choice questions based on the video "Let's Talk! A Parent's Take on Talking to Kids." Choose the best answer to the following questions. (10 marks)

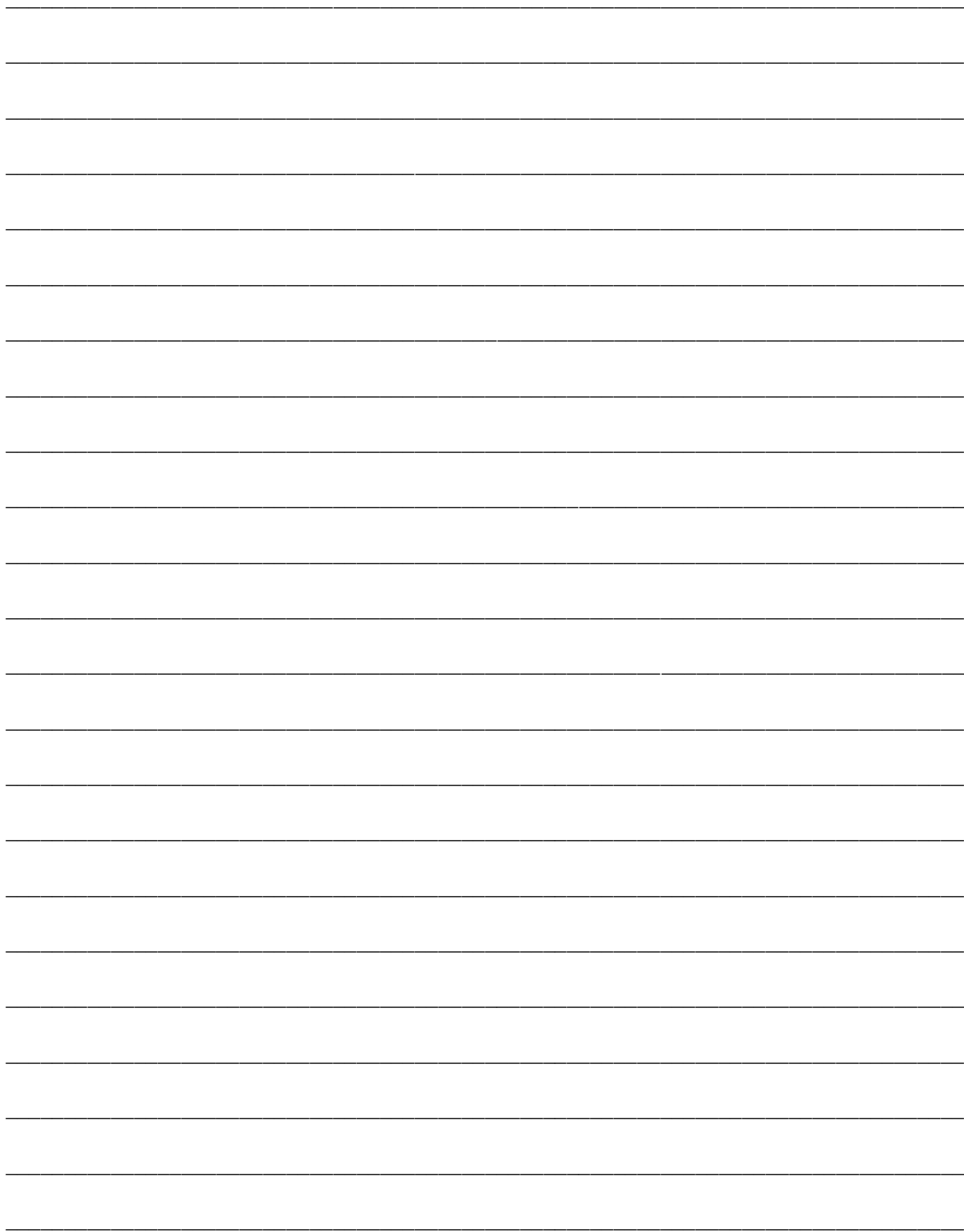
- Tough issues like sex, drugs, and violence:
  - are easy for parents to talk about.
  - should not be talked about with teens.
  - can be as difficult to talk about for parents as it is for teens.
  - are discussions that should be brought up by the teens.
- When parents talk about these tough issues with their teens:
  - parents should direct the teens to websites for information.
  - parents should be honest and say if they are feeling uncomfortable.
  - parents should include the teen's teachers.
  - teens should not talk about their experiences.
- Body language to be avoided when communicating include:
  - leaning forward and touching.
  - eye contact.
  - standing.
  - mumbling, fidgeting, crossed arms, and eye rolling.

4. Parents grew up in a different time:
  - a) but teens can still learn from their parents' experiences.
  - b) so teens have little to learn from their parents.
  - c) so parents are out of touch with what's going on in the teen's lives.
  - d) so parents cannot understand new technology.
  
5. Active listening includes:
  - a) listening to the feelings behind the words as well as the content.
  - b) making eye contact.
  - c) asking questions to find out more information.
  - d) all of the above.
  
6. Parents and teenagers must tell each other everything.
  - a) true
  - b) false
  
7. It's better to say nothing than not tell the truth.
  - a) true
  - b) false
  
8. Timing is critical when it comes to communication between parents and teens.
  - a) true
  - b) false
  
9. Only teens need to work on communication skills.
  - a) true
  - b) false
  
10. Because they are adults, parents don't need affection from their teens.
  - a) true
  - b) false

## Paragraph Response

Instructions: In a paragraph of approximately 150 words, define four barriers to effective communication between teens and their parents. For example, dishonesty and eye rolling. (10 marks)

[illegible]



Evaluation Guidelines	Marks
<p><b>Option B: Let's Talk! A Parent's Take on Talking to Kids</b></p> <p><b>Multiple-choice Questions</b></p> <p>1 mark per question</p>	10
<p><b>Paragraph Response</b></p> <p>Paragraph Scoring Guide (see Appendix A)</p> <p>1 mark for answering each question within</p>	<p>6</p> <p>4</p>
<b>Total Marks</b>	<b>/20</b>

## Section 1 Assignment: Part 4

# Getting the Job

### Resources:

*Foundational Skills Package*

The different activities you will complete in this assignment will help you think about appropriate verbal and non-verbal communications in the workplace. You can choose between Option A and Option B for the first part of this assignment. (35 marks)

**Note:** Option B has been created for those students who are unable to go to a business or get a job application.

### Option A: Getting a Job Application

When you approach someone for a job application, how do you present yourself? Do you dress professionally and use formal communication or do you present yourself more informally? How you respond to these questions will contribute to the first impression that you make upon your potential employer.

### Application Templates

**Instructions:** How does formal communication work to a person's advantage in the workplace?

To answer this question, go to two businesses to ask for a job application. In one of the situations, present yourself informally and in the other formally. Use the following template to record how you were received in both situations when you asked for an application. Also add any reflections or thoughts that you had about the situations. **(10 marks)**

## Application Template #1

Questions	Recorded Notes and Reflections
Did you present yourself formally or informally to the business representative?	
How friendly was the business representative?	
How eager was the business representative to give an application?	
What questions, if any, did he/she ask of you?	
How did your communication style (formal/informal) affect your interaction with the other person?	



## Application Template #2

Questions	Recorded Notes and Reflections
Did you present yourself formally or informally to the business representative?	
How friendly was the business representative?	
How eager was the business representative to give an application?	
What questions, if any, did he/she ask of you?	
How did your communication style (formal/informal) affect your interaction with the other person?	

**Note:** An example of a formal presentation would be a shirt and tie for a male and a skirt/dress pants and blouse for a female. An example of informal dress for both males and females would be jeans, a t-shirt, and running shoes. Be mindful of the language that you use in both situations. An example of formal language would be “May I please speak with the Manager?” and an example of informal would “Hey, can I get an application form?”

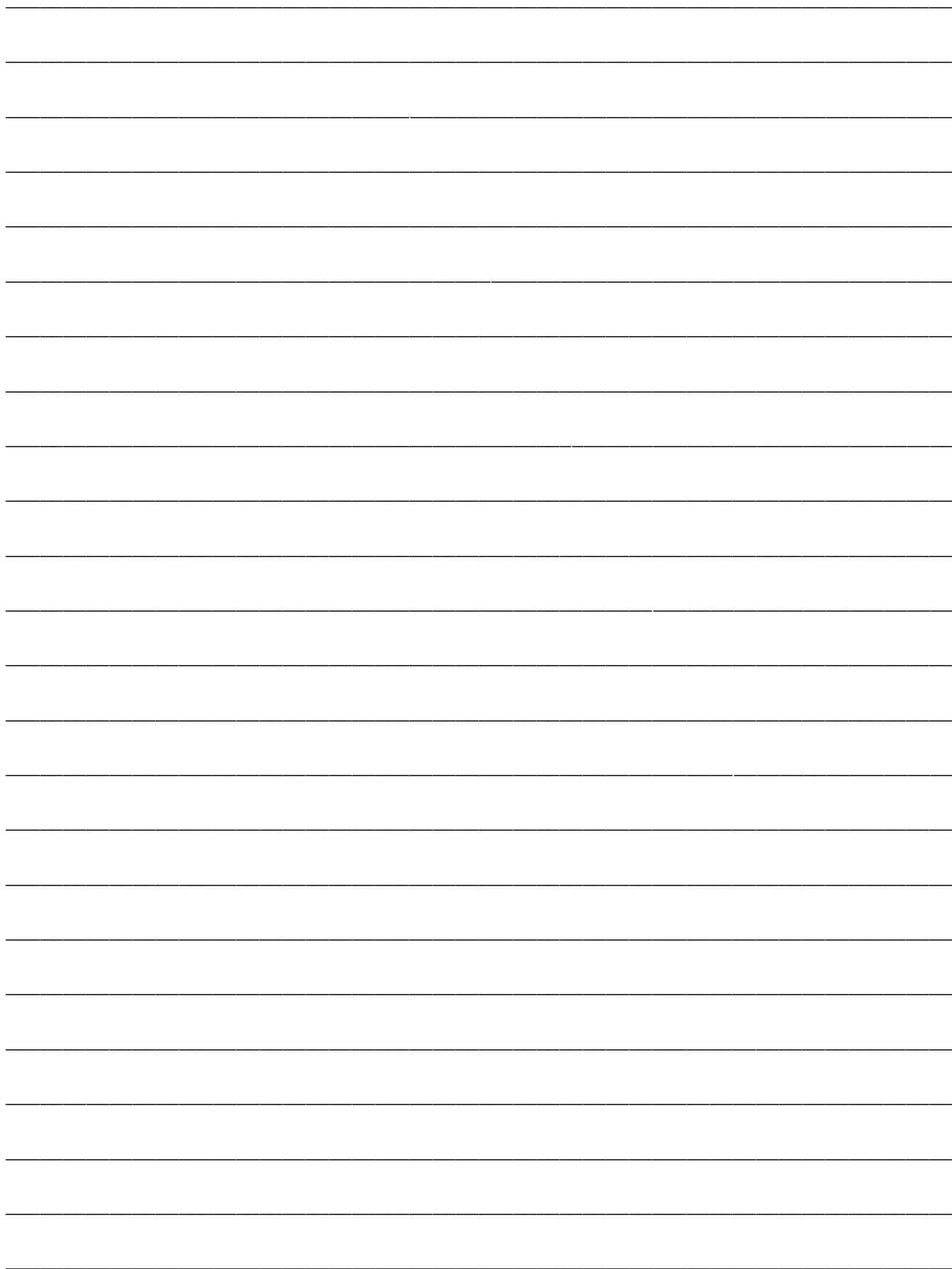
## Paragraph Response

**Instructions:** Using the notes that you took after approaching the two businesses, explain in a paragraph how you were received in both situations. Address any differences and any similarities. Be sure to include three statements about formal and/or informal communication. Your paragraph should be approximately 150 words. (9 marks)



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

This image shows a blank 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.



## Completing the Application Forms

Instructions: Complete and submit both application forms. In one application form use informal language, and in the other use formal language. Using a highlighter, indicate three differences in the language used in the two application forms. For example, a person might write Michael Ronald Smith (formal) and Mike Smith (informal). **(16 marks)**

Evaluation Guidelines (Option A)	Marks
<b>Application Templates</b>  5 marks for each fully completed template	10
<b>Paragraph Response</b>  Paragraph Scoring Guide (see Appendix A) 1 mark for each statement about formal/informal communication	6 3
<b>Completing the Application Forms</b>  5 marks for completing each application form 3 marks for accurately highlighting the differences in language for each application	10 6
<b>Total Marks</b>	<b>/35</b>

## Option B: Learning About the Workplace

Finding out something about a place of employment before you ask for a job application is important. The information that you discover will give you clues about the employees, the environment, and the daily form of communication.

### Workplace Templates

Instructions: Phone two people—your teacher, a family member, and/or friend—and ask them about their place of employment. Have them answer the following questions about their place of employment. **(10 marks)**

## Workplace Template #1

Questions	Recorded Notes and Reflections
What is the name and location of the organization?	
What is the approximate size of the organization? Have they or are they working for the organization?	
Is the organization more formal or informal in its communication? Ask them to give examples.	
How do they suggest that a person dress to approach this organization to ask for a job application? Ask them to explain their response.	
How do employees dress on a day-to-day basis? Formally, informally, or mixed?	

## Workplace Template #2

Questions	Recorded Notes and Reflections
What is the name and location of the organization?	
What is the approximate size of the organization? Have they or are they working for the organization?	
Is the organization more formal or informal in its communication? Ask them to give examples.	
How do they suggest that a person dress to approach this organization to ask for a job application? Ask them to explain their response.	
How do employees dress on a day-to-day basis? Formally, informally, or mixed?	

## Paragraph Response

**Instructions:** Using the notes you took during the phone conversations, explain in a paragraph how you would present yourself if you were going to ask for a job application from these employers. Be sure to include three statements about formal and/or informal communication. Your paragraph should be approximately 150 words. **(9 marks)**

[illegible]

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.

## Completing the Application Forms

**Instructions:** Complete and submit both application forms provided. In one application form use informal language, and in the other use formal language. Using a highlighter, indicate three differences in the language used in the two application forms. For example, a person might write Michael Ronald Smith (formal) and Mike Smith (informal). **(16 marks)**



## Application Form A

Page 1

Application Form for Administrative Position

### PERSONAL INFORMATION

Last Name \_\_\_\_\_ First Name \_\_\_\_\_ Initial \_\_\_\_\_

Street \_\_\_\_\_ City \_\_\_\_\_

Province \_\_\_\_\_ Postal Code \_\_\_\_\_

Phone Number (Home) \_\_\_\_\_ (Cell) \_\_\_\_\_

Email \_\_\_\_\_

Are you legally entitled to work in Canada? Yes \_\_\_\_\_ No \_\_\_\_\_

### EMPLOYMENT

Position Desired \_\_\_\_\_

Full Time \_\_\_\_\_ Part Time \_\_\_\_\_

Are you available to start working immediately? If not, what is your availability?

Yes \_\_\_\_\_ No (Indicate preferred start date) \_\_\_\_\_

### EDUCATION/TRAINING

Name of Institution	Level Completed	Date Completed
High School/Secondary		
Trade/Technical		
College/University		
Other		

**RELEVANT PAST EMPLOYMENT**

*Please begin with your most recent employment.*

Name of organization, company, etc. \_\_\_\_\_

Address \_\_\_\_\_

Supervisor's name \_\_\_\_\_ Phone number \_\_\_\_\_

Period of employment: from \_\_\_\_\_ to \_\_\_\_\_

Position \_\_\_\_\_

Main Responsibilities \_\_\_\_\_

\_\_\_\_\_

Name of organization, company, etc. \_\_\_\_\_

Address \_\_\_\_\_

Supervisor's name \_\_\_\_\_ Phone number \_\_\_\_\_

Period of employment: from \_\_\_\_\_ to \_\_\_\_\_

Position \_\_\_\_\_

Main Responsibilities \_\_\_\_\_

\_\_\_\_\_

Name of organization, company, etc. \_\_\_\_\_

Address \_\_\_\_\_

Supervisor's name \_\_\_\_\_ Phone number \_\_\_\_\_

Period of employment: from \_\_\_\_\_ to \_\_\_\_\_

Position \_\_\_\_\_

Main Responsibilities \_\_\_\_\_

\_\_\_\_\_

**OTHER RELATED SKILLS**

\_\_\_\_\_

\_\_\_\_\_

**Declaration**

All of the information contained in this application is true and correct to the best of my knowledge. I understand that if any of the information is false it can result in immediate dismissal or prohibit employment. I authorize my employers and other individuals to give information concerning me and I release them and/or their company of any liability.

Signature \_\_\_\_\_ Date \_\_\_\_\_

## Application Form B

Page 1

Application Form for Restaurant Server

### PERSONAL INFORMATION

Last Name \_\_\_\_\_ First Name \_\_\_\_\_ Initial \_\_\_\_\_

Street \_\_\_\_\_ City \_\_\_\_\_

Province \_\_\_\_\_ Postal Code \_\_\_\_\_

Phone Number (Day) \_\_\_\_\_ (Evening) \_\_\_\_\_

Cell Number \_\_\_\_\_ Email \_\_\_\_\_

Social Insurance Number \_\_\_\_\_

### EDUCATION

Name of Institution	Level Completed	Date Completed
---------------------	-----------------	----------------

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Other skills/training related to the restaurant industry

\_\_\_\_\_

\_\_\_\_\_

Foodsafe: Yes \_\_\_\_\_ No \_\_\_\_\_

### RELATED WORK EXPERIENCE

Have you worked for the Restaurant Industry in the past? Yes \_\_\_\_\_ No \_\_\_\_\_

If you answered yes, in what capacity?

Position \_\_\_\_\_

Name of Supervisor \_\_\_\_\_

**EMPLOYMENT HISTORY** *Please begin with your most recent employment.*

Employer \_\_\_\_\_

Supervisor \_\_\_\_\_ Can be contacted: Yes / No \_\_\_\_\_

Position \_\_\_\_\_

Date Hired \_\_\_\_\_ to \_\_\_\_\_

Main Responsibilities \_\_\_\_\_  
\_\_\_\_\_

Employer \_\_\_\_\_

Supervisor \_\_\_\_\_ Can be contacted: Yes / No \_\_\_\_\_

Position \_\_\_\_\_

Date Hired \_\_\_\_\_ to \_\_\_\_\_

Main Responsibilities \_\_\_\_\_  
\_\_\_\_\_

Employer \_\_\_\_\_

Supervisor \_\_\_\_\_ Can be contacted: Yes / No \_\_\_\_\_

Position \_\_\_\_\_

Date Hired \_\_\_\_\_ to \_\_\_\_\_

Main Responsibilities \_\_\_\_\_  
\_\_\_\_\_**SUITABILITY**Why are you pursuing the position of Restaurant Server for employment?  
\_\_\_\_\_What can you offer this restaurant in the role that you are seeking?  
\_\_\_\_\_

Are you available to travel? Yes / No \_\_\_\_\_

**Declaration**

All of the information contained in this application is true and correct to the best of my knowledge. I understand that if any of the information is false it can result in immediate dismissal or prohibit employment. I authorize my employers and other individuals to give information concerning me and I release them and/or their company of any liability.

Signature \_\_\_\_\_ Date \_\_\_\_\_

Evaluation Guidelines (Option B)	Marks
<b>Workplace Templates</b>  5 marks for each fully completed template	10
<b>Paragraph Response</b>  Paragraph Scoring Guide (see Appendix A)  1 mark for each statement about formal/informal communication	6  3
<b>Completing the Application Forms</b>  5 marks for completing each application form  3 marks for accurately highlighting the differences in language for each application	10  6
<b>Total Marks</b>	<b>/35</b>

## Section 1 Assignment: Part 5

# Dressing the Part!

Whenever we meet someone for the first time, we make and form a first impression. First impressions are made within the first three seconds of an initial meeting. It doesn't take long to make one, and yet it can be next to impossible to reverse it. How we dress plays a large role in the first impression that we make. For example, a heavy equipment operator would be inappropriately dressed if he/she showed up for an interview wearing a suit whereas a person applying for a corporate position would be appropriately dressed. In both situations, the person wants to present him/herself in an appropriate manner.

### Appropriate Selection of Dress to Match Workplace

**Instructions:** Imagine that you are going to have an interview with one of the companies whose job application you completed. Dress yourself to make a positive first impression with the employer. Highlight clothing from the list provided for dressing yourself for the interview. You may add additional clothing to the list. Be sure to match your clothing to the workplace environment. (4 marks)

#### Potential Employer

MALE	FEMALE
<input type="checkbox"/> Tie	<input type="checkbox"/> Dress
<input type="checkbox"/> Dress pants	<input type="checkbox"/> Dress pants
<input type="checkbox"/> Dress shoes	<input type="checkbox"/> High Heeled shoes
<input type="checkbox"/> Running shoes	<input type="checkbox"/> Flip flops
<input type="checkbox"/> Jeans	<input type="checkbox"/> Jeans
<input type="checkbox"/> Khakis	<input type="checkbox"/> Casual pants
<input type="checkbox"/> Collared t-shirt	<input type="checkbox"/> Tank top
<input type="checkbox"/> Collared Shirt	<input type="checkbox"/> Shorts
<input type="checkbox"/> Round neck t-shirt	<input type="checkbox"/> Blouse
<input type="checkbox"/> Boots	<input type="checkbox"/> Boots
<input type="checkbox"/> Bowtie	<input type="checkbox"/> Suit
<input type="checkbox"/> Vest (indoor/outdoor)	<input type="checkbox"/> Skirt
<input type="checkbox"/> Short coat (outdoor)	<input type="checkbox"/> Short coat (outdoor)
<input type="checkbox"/> Long coat (outdoor)	<input type="checkbox"/> Long coat (outdoor)
<input type="checkbox"/> Suit	<input type="checkbox"/> T-shirt
<input type="checkbox"/> Flip flops/ Crocs	<input type="checkbox"/> Sandals
<input type="checkbox"/> Shorts	<input type="checkbox"/> Running shoes

## Rationale

**Instructions:** In a paragraph of 150 words, provide a rationale for the choices you made. Why did you choose this outfit? Does it suit the environment? Does it 'fit' with the style of the employer? Does it represent 'you'? Using these questions, respond in a complete paragraph to this question: 'Why do you think that your choices will make a positive first impression with the potential employer?'. (6 marks)

[illegible]





## Journal Entries



1. Of the four categories, understanding, listening, conflict resolution, and self-expression, which one do you think is your strength? Explain your response.

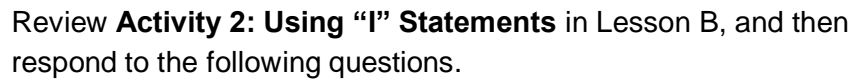
This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

This image shows a blank 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.

2. Of the four categories, understanding, listening, conflict resolution, and self-expression, which one needs more attention? Explain your response.

[illegible]





How would you respond to a “You” Statement Personally? Would you be angry, hurt, or defensive? Explain.

[illegible]

How would you respond to them? Explain

[illegible]

---

---

---

---

---

---

---

---

---

---

---

---



### **Journal Entry 1.3: Communication Differences**

Review **Activity 1: Language and Audience** in Lesson C, and then respond to the following questions.

1. After completing the activity, what did you notice about how you speak and act in different situations?

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

2. How do we know if a person or a situation requires formal or informal communication? What cues do others give you? What cues do you give to others?

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.

3. What might be some possible reactions or consequences if you talked to your boss or your teacher like you talk to your friends? Name at least two.

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
Journal Scoring Guide per entry	4
<b>Total Marks</b>	<b>/12</b>



## Activity 1

# Recipe for Relationships

**Instructions:** Read each statement, and identify whether it is true or false.

1. Rapport is established when two people can share the positive times together and weather the challenging ones together.
  - a. true
  - b. false
2. When a person acknowledges a different perspective, he or she is demonstrating respect.
  - a. true
  - b. false
3. Commitment is the foundation of any significant relationship.
  - a. true
  - b. false
4. A trustworthy person will protect your best interests.
  - a. true
  - b. false
5. A loving relationship does not require energy to make it work.
  - a. true
  - b. false
6. Compromising asks both people in a relationship to give and to take.
  - a. true
  - b. false
7. People often meet through common interests.
  - a. true
  - b. false

## Qualities of a Mate

**Instructions:** In the pursuit of a suitable mate, many people find it advantageous to itemize a list of important qualities they value and would like to see in a mate. Rank these 12 Characteristics 'From Most (1) to Least (12) Desired in a Mate'.

<input type="checkbox"/> Empathetic	Are there any important qualities you feel are missing? Add them to your list!
<input type="checkbox"/> Dynamic	
<input type="checkbox"/> Creative	
<input type="checkbox"/> Tidy and clean	
<input type="checkbox"/> Intelligent	
<input type="checkbox"/> Professional	
<input type="checkbox"/> Wants children	
<input type="checkbox"/> Dependable	
<input type="checkbox"/> Active	
<input type="checkbox"/> Educated	
<input type="checkbox"/> Physically attractive	
<input type="checkbox"/> Healthy	

# Choosing a Mate

You've now explored Sternberg's theory of love and the components of passion, commitment, and intimacy. But Sternberg's theory doesn't explain what attracts people to each other to form long-term relationships.

## What Brings People Together?

Attraction is a force that draws people together. Some call it 'chemistry.' Social scientists have studied the question of interpersonal attraction for decades and have come up with many factors that explain it.

1. **Physical attractiveness**—People are most likely to interact with people whom they find physically attractive. This factor is most important in the early stages of relationships.
2. **Proximity**—Physical closeness or proximity is another important factor in interpersonal attraction. In order for two people to meet, they must share close proximity in order to interact and become more familiar with each other.
3. **Competence**—People tend to be attracted to individuals with the same qualities they possess such as intelligence, social skills, and education.
4. **Mutual attraction or liking**—When you like someone, it actually makes you more physically attractive to him or her. You tend to be nicer to people like you, which in turn makes you more attractive to them.
5. **Similarity**—Do birds of a feather flock together, or do opposites attract? Individuals who share common attitudes and interests are often attracted to one another. A number of studies suggest that it is similar characteristics, such as backgrounds, lifestyles, beliefs, and values, that lead to attraction.



## Friendships

Friendships come in many shapes and sizes, and some friends are closer than others. Here are some different types of friendships.

Acquaintances are people you know because your paths cross at school, at work, or in your neighbourhood. Acquaintances may include the school principal, the owner of the corner store, or your neighbour down the street. You might know their names and a little bit about them, but not much else. Acquaintances fill a social role in our lives because their familiar faces provide a sense of belonging.

Proximity friends are those people you know through common interests or circumstances. A proximity friend may be your lab partner in biology, a coworker, or a member of your soccer team. These friends are people that you get to know through your shared activities, but once the class is over, or your job changes, or common activities end, the relationship may not last.

Selected friends are people with whom you have shared interests, shared affections, and shared concerns. These friends are the ones you spend your social time with after school and on weekends. Some of these friendships last a long time—sometimes your whole life.

Intimate relationships are your closest connections. These are the friends you love and with whom you share your deepest feelings. Intimate friends devote much time and energy to one another and make sacrifices for the benefit of their relationship. This is the reason that ending intimate relationships can be very painful for both people. Intimate friendships sometimes develop into romantic relationships. Many people expect that their most intimate friend will be their spouse or life partner.

# Recipe for Relationships

Lots of people want to ride with you in the limo, but what you want is someone who will take the bus with you when the limo breaks down.

Oprah Winfrey

Think about your most important relationships. What are the things that make them work? The qualities of your relationships may include some or all of the following 'ingredients':

## **Rapport**

Relationships begin with the feeling of being comfortable with another person. Rapport is when you understand and share each other's concerns. When you have rapport, you can share the ups and survive the downs that happen in all relationships.

## **Respect**

Friends and family members show respect by acknowledging your point of view, even though it may differ from their own.

## **Trust**

The foundation of any relationship is trust. You have faith that the other person will not hurt or betray you. A trustworthy person will value your feelings, stand up for you, and look out for your best interests.

## **Common Interests**

We often meet friends or partners based on common interests such as sports, movies, or art. Common interests or hobbies provide the opportunity to share experiences, thoughts, feelings, and fun with another person.

## **Commitment**

In a relationship, both people must devote time and energy to make it work. It requires an effort to understand and accept the other person.

## **Compromise**

Every relationship requires give and take. As a friendship develops, you become more willing to give to the relationship without expecting something in return.

# Love is a Triangle

Love doesn't make the world go round. Love is what makes the ride worthwhile.

Franklin P. Jones

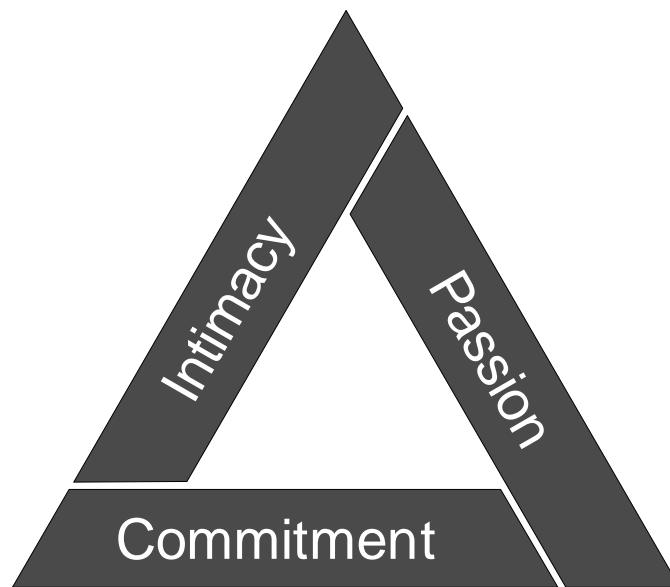
Love is the most important factor in an intimate relationship whether it's a friendship or a romantic partnership. Psychologist Robert Sternberg developed the 'triangular theory of love.' This theory states that love is made up of three interconnected components: intimacy, passion, and commitment.

**Intimacy** is the feeling of being close, connected, and bonded in a loving relationship.

**Passion** is the drive that leads to romance, physical attraction, and sexual relations.

**Commitment** is the decision that one loves someone else and the resolve to maintain that love.

These components can be thought of as forming a triangle.



## Activity 1

# Are You Ready?

How do you know you're ready to make the leap from dating a special someone to entering into a committed relationship?

**Instructions:** Take this quiz and test your 'relationship readiness.' After completing the test, verify your score.

	Never (0)	Sometimes (1)	Always (2)
When I speak with my partner, he/she seems interested in what I am saying and contributes easily to the conversation.			
When I am with my partner, I feel energized and confident.			
When something good happens to me, my partner is proud of my accomplishments.			
When I feel discouraged or frustrated, my partner listens supportively to me.			
My partner and I enjoy many of the same activities.			
My partner and I share common values and religious beliefs.			
My family and friends think that my partner and I are well suited.			
My partner and I have similar goals for the future.			
The amount of time that my partner and I have fun together outweighs the amount of time that we are in conflict.			
I can clearly see what is unique and special about my relationship with my partner.			

## **Interpreting Your Score:**

### **15-20:**

Hooray! You are in a wonderful, compatible relationship. Go and enjoy time with your partner. Making a commitment to this person will likely be natural and something that you both want.

### **10-15:**

This relationship has some redeeming points, yet it most likely needs some fine-tuning. Consider finding out how to improve the relationship. Tread lightly before making a commitment, as there are some obvious challenges that need to be addressed.

### **5-10:**

This is a relationship that has some signs of incompatibility. There appears to be a need to reassess the relationship and its value to both of you. At times, differences can bring uniqueness to the relationship and at other times they offer more strain than is necessary or healthy for the two people involved. Ask your partner for a time to chat about your thoughts and feelings. Listen carefully to his/her responses.

### **0-5:**

When a relationship shows little or no sign of compatibility, it is usually best to have a conversation where both people are expressing themselves without reservation. It might mean that this person would likely be a better friend than a romantic partner. Regardless of the outcome of this relationship, focus on the positive aspects of the person and the time spent with him/her.



## Roadmap for Committed Relationships

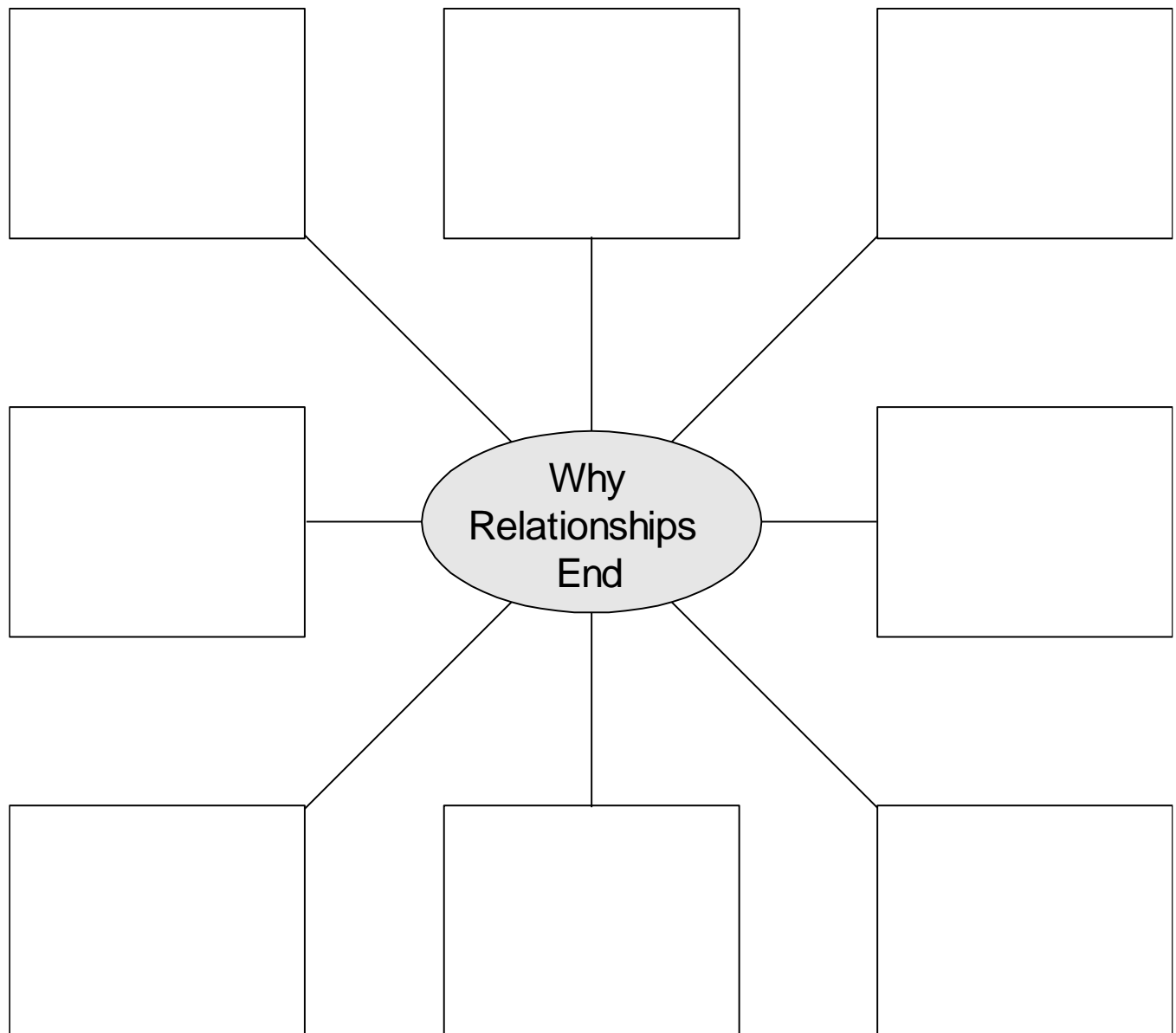


## Activity 1

# Why Relationships End

Relationships end for a variety of reasons. At times, the ending of the relationship is based on something external. For example, a friend moves to a new city. Other times relationships end because one or both parties feel differently about each other. Why they feel differently is as individual as the two people involved. Whenever a relationship ends, it is important to ask yourself two questions: what did the relationship offer me, and what did it teach me?

**Instructions:** Respond to the question—‘why do relationships end?’—by completing the following graphic organizer. Include any ideas that come to mind. You can include ideas from friendships, or committed relationships, or both. This is a brainstorming activity, so all responses are important.



# Coping with a Breakup

Coping with a breakup can be incredibly difficult. Some people move past a breakup more quickly than others, and there are many factors that influence that process such as the length of time the couple has been together, whether there are children involved, and how involved the legal process is to name a few. There is no formula or magic bullet for getting over a breakup; however, there are some things that might help you through the process.

## **Let yourself feel.**

If you acknowledge your strong emotions such as anger, fear, denial, and sadness—no matter how painful—this will help you recover and move on.

## **Talk about it.**

Verbalizing your feelings might help clarify the experience. Talking to family, friends, and/or counsellors will help you through the grieving process.

## **Take time for yourself.**

Focus on your own growth and development, and spend time doing things you enjoy.

## **Take care of yourself.**

It is important to eat and sleep well and maintain healthy routines. Avoid alcohol and drugs. They may provide a temporary escape, but could also contribute to your stress.

## **Find your own coping strategies.**

Everyone has their own way of coping. Do what works best for you.

## **Be patient.**

Allow yourself time to heal. It will take time, but things will get easier.



# Why Relationships End

People end relationships for reasons as individual and unique as the people involved. Here are just a few causes of relationship breakdown.

## **Infidelity**

Some studies have shown that infidelity is the number one cause of separation and divorce.

## **Death**

Perhaps one of the most difficult ways for a relationship to end is when one partner dies.

## **Abuse**

Physical, emotional, and/or psychological abuse either towards children or each other is grounds for ending the relationship.

## **Addictions**

Addictions to food, drugs, alcohol, the Internet, or gambling can have devastating repercussions on relationships, and many end as a result.

## **Money conflicts**

Disagreement over the allocation of resources within the home is one of the most common reasons for ending long-term relationships.

## **Boredom**

Some couples grow distant, disinterested, and bored with each other. These are often the least bitter endings or divorces.

## **Irreconcilable Differences**

Some couples reach a point in their relationship where they have differences that they are not able to resolve.

There are many reasons why committed relationships end. Those who have ended an important relationship with someone they loved often experience an aftermath of grief, disorientation, self-doubt, and depression. It's important to allow time for the heart to mend and recognize the pain and loss.

## Section 2 Assignment: Part 1

# A Relationship Story

### Resources:

*Foundational Skills Package*



Go to your *Interpersonal and Family Relationships* DVD and watch the video “Making Connections and Choosing Partners.” Lisa and Stephen tell the story of how they met and the progress of their relationship, which led to their eventual marriage.

For this assignment, you will have a choice of completing either Option A or Option B. **(24 marks)**

### Option A: A Fictional Story

**Instructions:** Create two characters and chart the course of their relationship in a short story of at least 500 words.

Your story should have a beginning, middle, and end and will include the following:

1. How does the couple meet?—online dating, introduced by friends, meet at a party, etc.
2. What qualities attract them to each other?—physical attraction, same social class, similar levels of education, etc.
3. How does the relationship progress? What things do they do to get to know each other?
4. What qualities allow this couple to reach the commitment stage of their relationship?—able to manage conflicts, have effective communication, enjoy each other’s company, etc.
5. If they don’t end up staying together, describe the reasons why—realize values are different, get bored, have communication problems, etc.
6. Conclude with your own thoughts and insights about this couple’s relationship.

### Ways you can tell the story:

**First person:** “I first laid eyes on James outside the laundromat. I wouldn’t say it was love at first sight, but he had this Johnny Depp look about him that definitely created some serious interest.”

**Second person:** “When I read your online dating profile, my first thought was we might not be looking for the same things in life. But after we met at the Cosmic Cow for a coffee, I knew I wanted to see you again.”

**Third person:** The ‘odd couple’ doesn’t come close to describing Paul and Janine. Paul is a tattooed, pierced, heavy-metal guitarist, and Janine is your typical career woman working as an accountant in a large financial firm.”

### Option B: A True Story

**Instructions:** Interview a couple you know whose relationship progressed to marriage or living

common law and write a 500-word summary of the interview. Either audiotape or take detailed notes of the interview. Submit your interview notes with your written summary.

Your interview and written summary should have a beginning, middle, and end and will include the following:

1. How did the couple meet?—online dating, introduced by friends, meet at a party, etc.
2. What qualities attracted them to each other?—physical attraction, same social class, similar levels of education, etc.
3. How did the relationship progress? What things did they do to get to know each other?
4. What challenges did the couple overcome in the progress of their relationship?
5. What qualities allow this couple to reach the commitment stage of their relationship?—able to manage conflicts, have effective communication, enjoy each other's company, etc.
6. Conclude with your own thoughts and insights about this couple's relationship.

#### **How to Conduct an Interview:**

- If you're using an audiotape, be sure to ask the couple if they mind you taping the interview.
- Have a list of clearly worded questions made up ahead of time. Avoid asking questions with 'yes' or 'no' answers. You want them to talk!
- Ask the interviewees to elaborate on their answers when needed. "What do you mean by..." "That's interesting, tell me more."
- Practise active listening: watch that your body language shows interest and encourages discussion.
- Write down the answers in as much detail as possible.
- Either during or after the interview, note any observations you may have such as the type of body language the couple exhibited (closeness, eye contact, tone of voice, etc.).

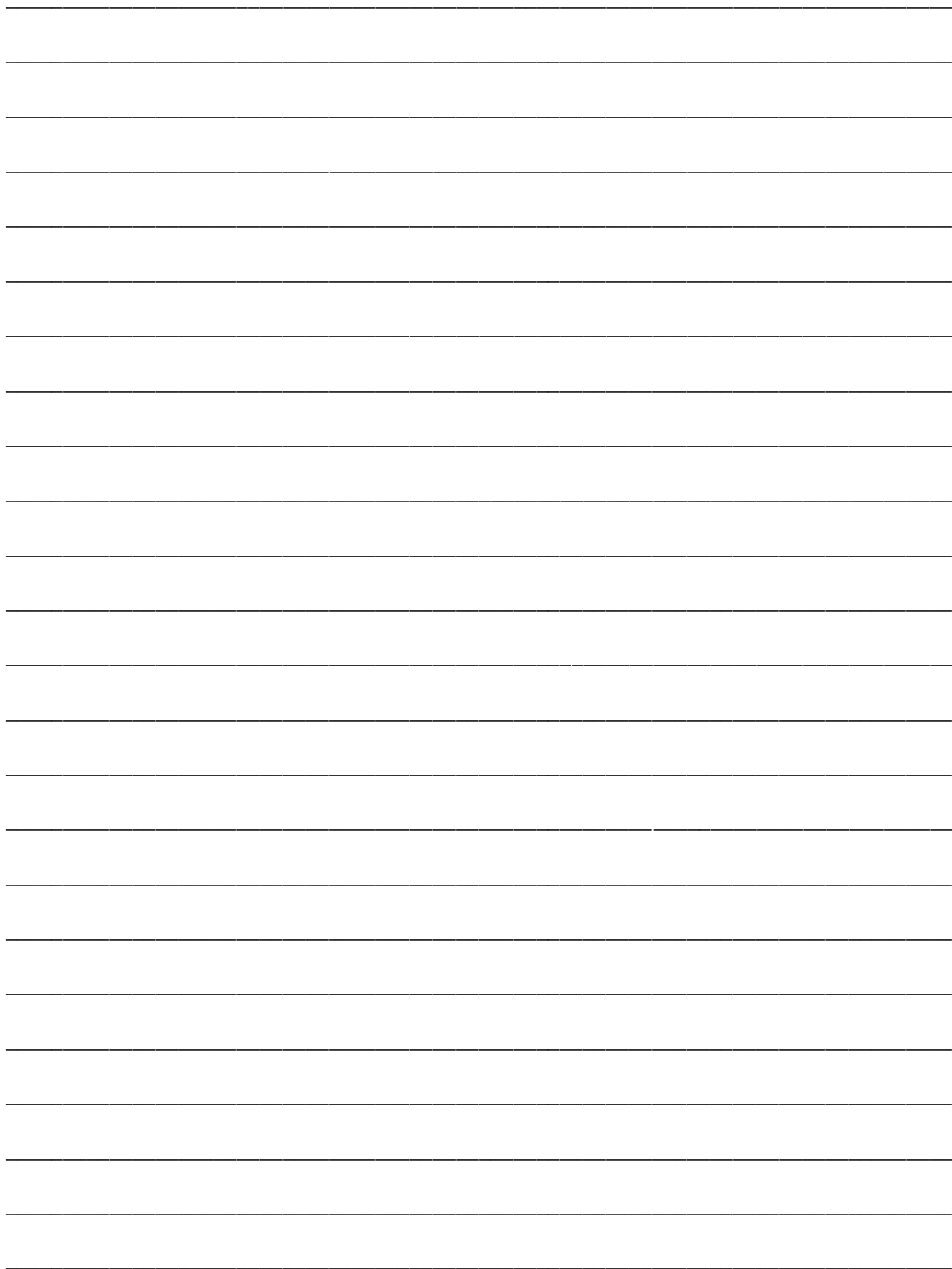


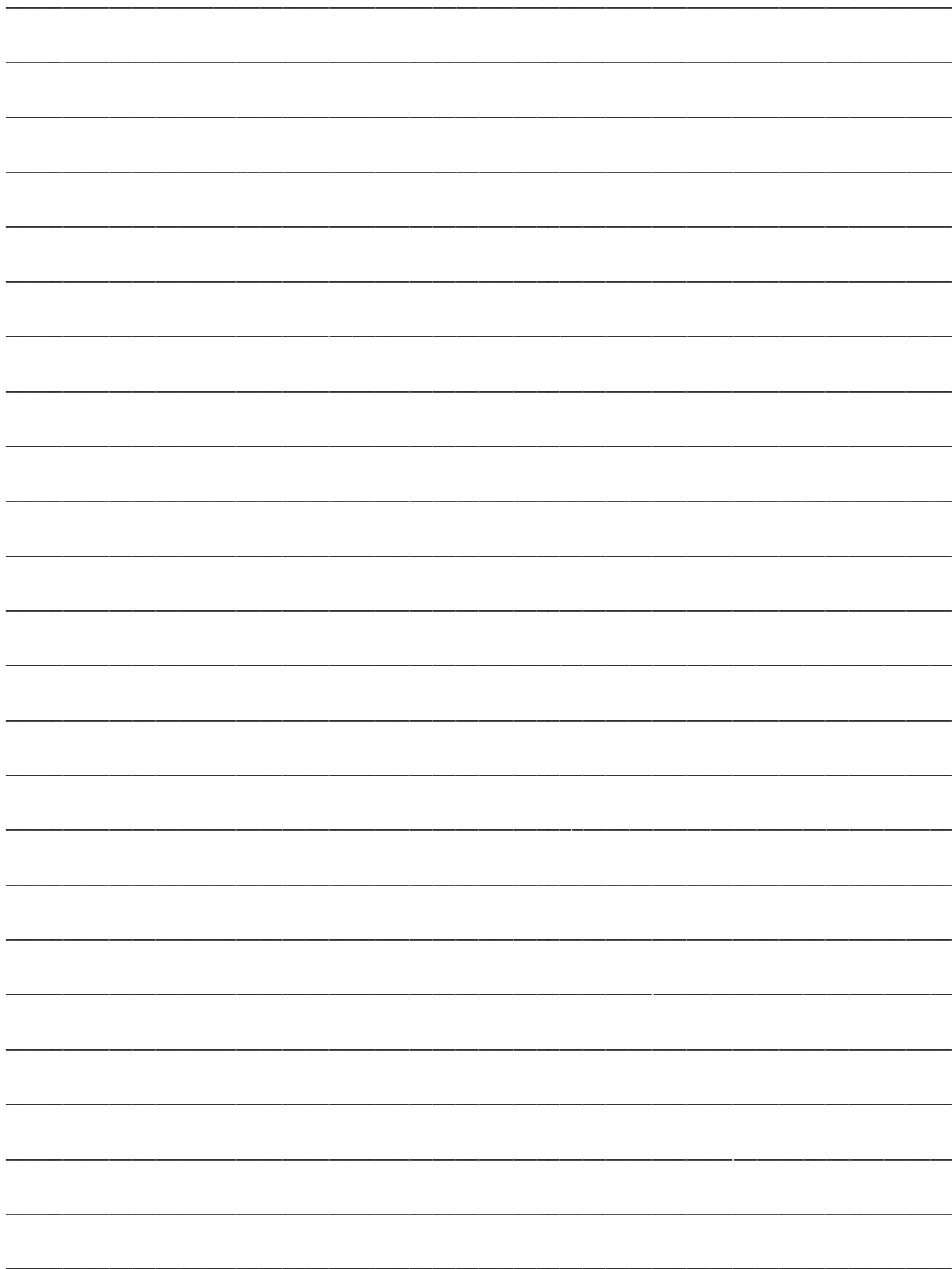
Go to your *Foundational Skills Package* and review "The Writing Process."

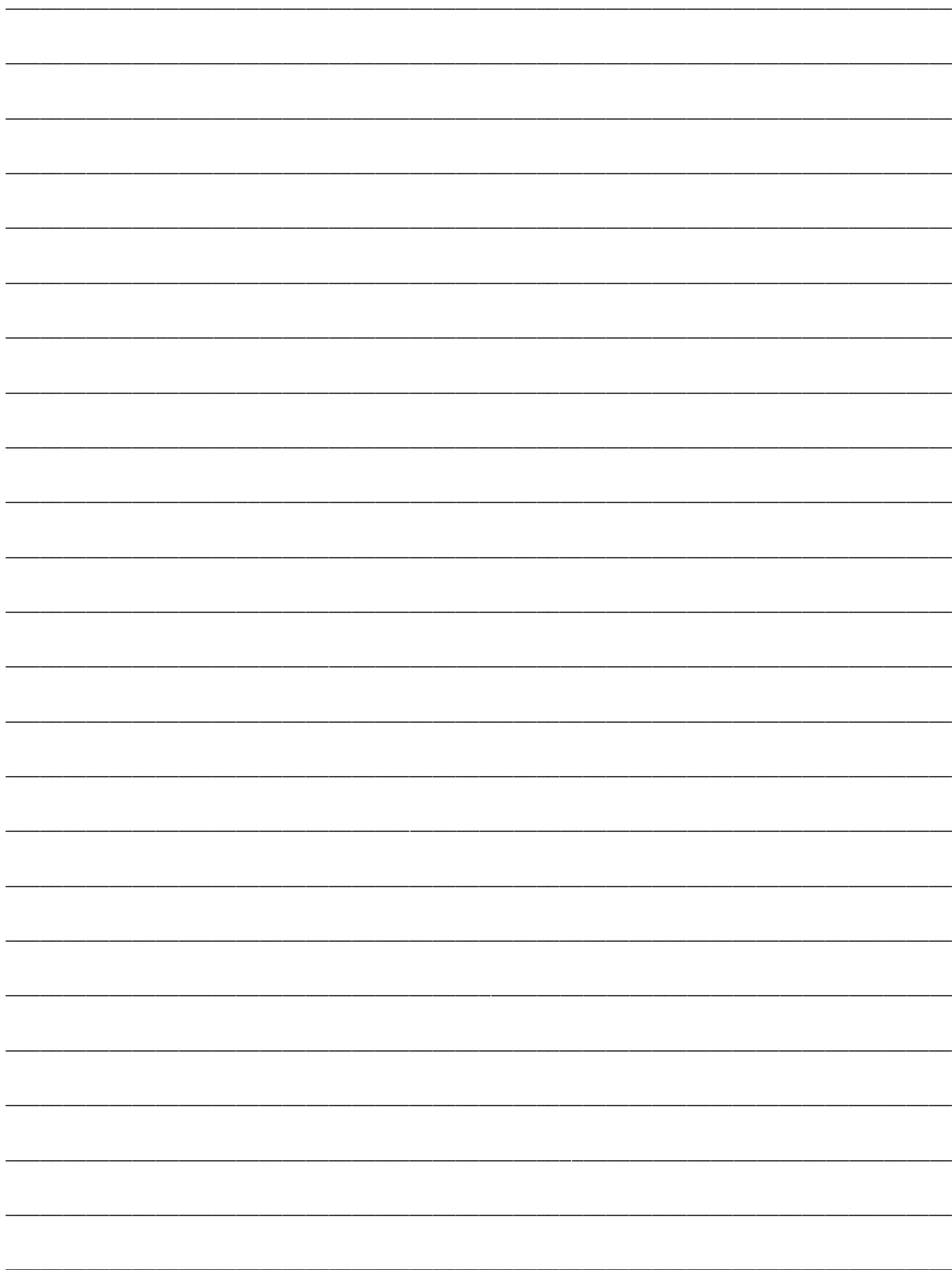
Option \_\_\_\_\_

[illegible]











## Section 2 Assignment: Part 2

# Different Types of Friends

### Resources:

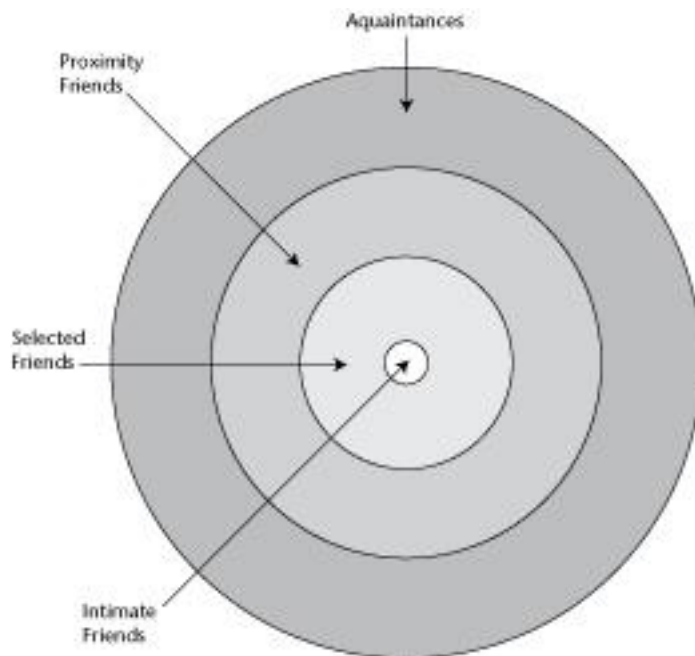
*Foundational Skills Package*

A person may enjoy many different types of friendships. Some we may come to have for a brief time in certain circumstance, while others will remain with us for a longer period of time, possibly even a lifetime.

### Visual Representation

**Instructions:** Create a diagram that illustrates and identifies the differences between the four types of friendship: acquaintances, proximity friends, selected friends, and intimate relationships. You may use a drawing program on your computer, cut images from a magazine, or draw by hand. Submit your diagram on an 8.5 x 11 sheet of paper. **(12 marks)**

Review the following diagram as an example. Your diagram should be logical and visually appealing.



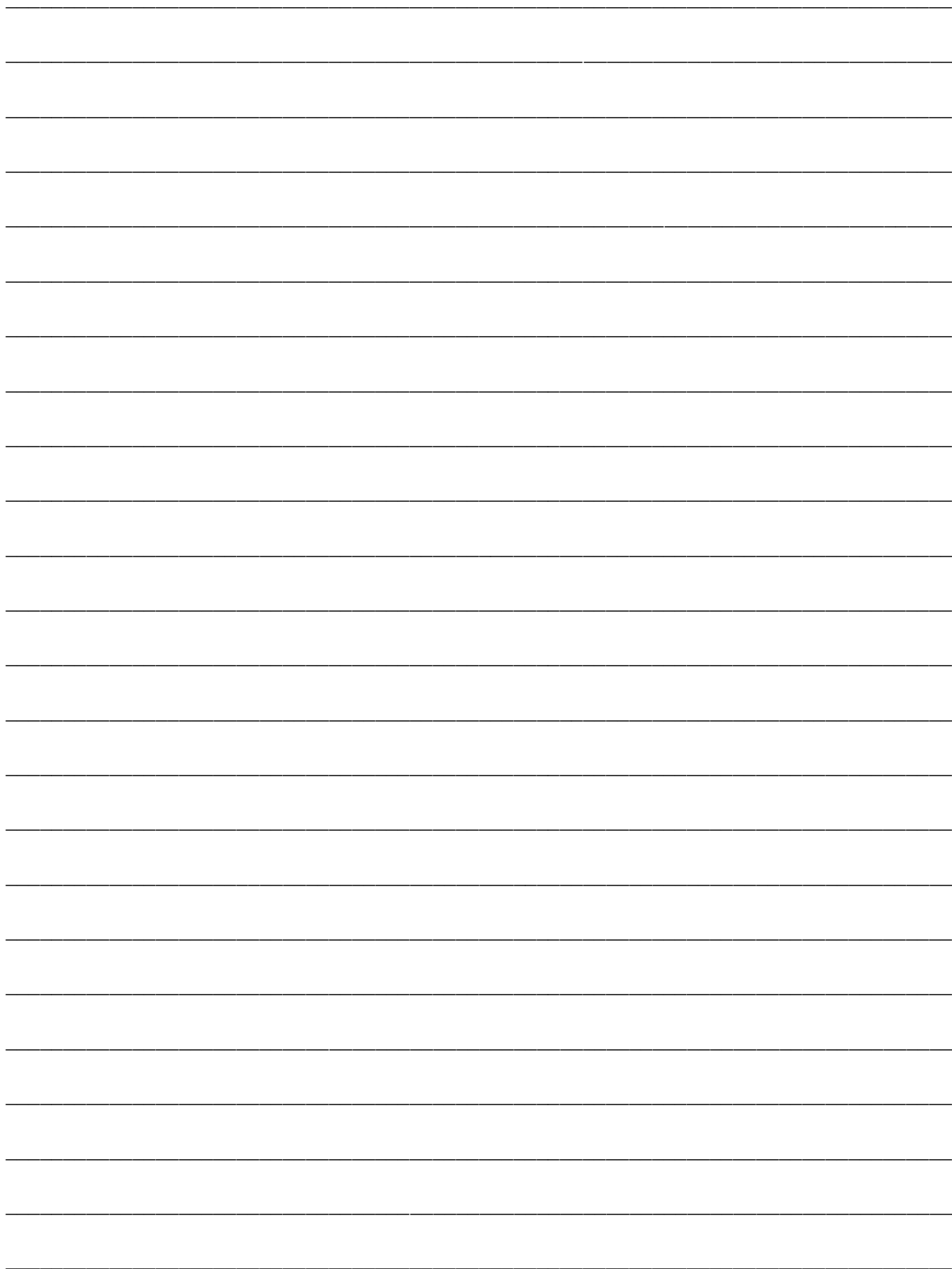
Go to your *Foundational Skills Package* and review “Visual Design.”

## Paragraph Response

**Instructions:** In addition to the diagram, write a 200 word paragraph that does the following: **(12 marks)**

1. describes your diagram.
2. explains how the different types of friendship relate.
3. clearly speaks to how each stage differs from the next.  
For example, explain how acquaintances differ from proximity friends.

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.







Section 2 Assignment: Part 3

# Your Relationship Qualities

Resources:

*Foundational Skills Package*

In the lesson, we looked at what qualities are important for a potential mate to possess. Now, what about you; what makes you special? What unique qualities do you bring to a relationship? How do you know what distinguishes you from anyone else? Oftentimes this information is found in the insights shared by family and friends as well as on our own.

**Instructions:** In the following Quality Chart, spend a few minutes recording all the unique qualities that you bring to a relationship or friendship. You might include adjectives such as generous, kind, athletic, empathetic, environmentally conscious, determined, ambitious, friendly, attentive, or inquisitive. Include a list of eight positive qualities that you possess. Once you have your list compiled, ask two people who know you reasonably well to answer questions about the positive qualities you could bring to a relationship or friendship. Ask them to describe at least four qualities. These people might be family members, friends, teachers, counsellors, coaches, or club members. **(8 marks)**

**Quality Chart:**

Me	Person #1	Person #2
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.		
6.		
7.		
8.		

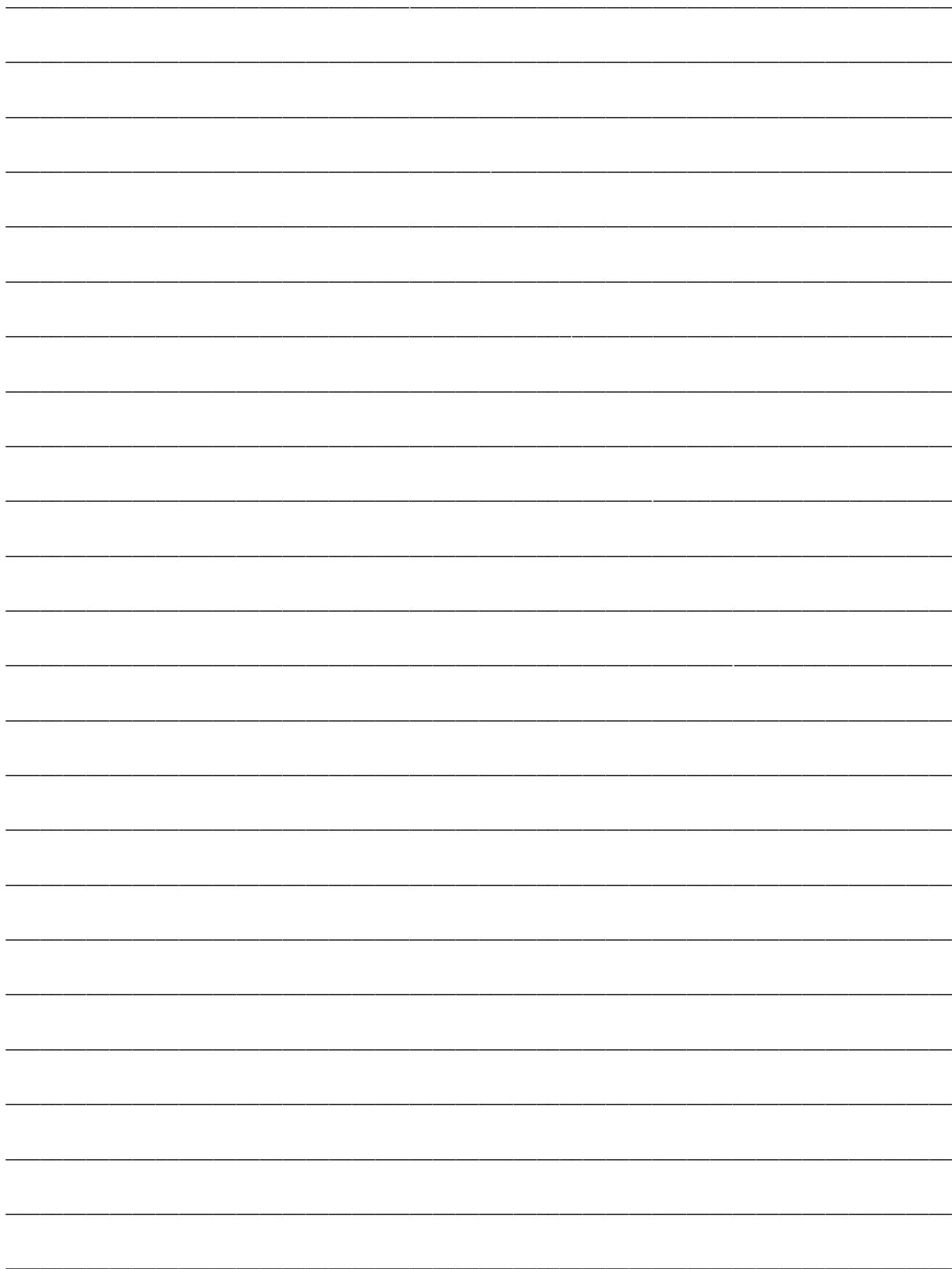
## Paragraph Response

Once you have all of the information gathered, write a paragraph that explains a minimum of three qualities that you bring to a relationship. In your paragraph, include the qualities that were consistent with at least two people's responses. If none were consistent, explain why you think this is so. Your paragraph should be approximately 200 words. (12 marks)



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

[illegible]



---

---

---

---

---

---

---

---

---

---

Evaluation Guidelines	Marks
<b>Quality Chart</b> 1/2 mark per quality	8
<b>Paragraph Response</b> Paragraph Scoring Guide x 2 (see Appendix A)	12
<b>Total Marks</b>	<b>/20</b>

**Note:** Now that you have identified some of your qualities, are they similar to the ones that you hope to find or have already found in a mate?

## Section 2 Assignment: Part 4

# Why Do We Marry?

### Resources:

*Interpersonal and Family Relationships DVD*

The 2006 Census found that although the number of common-law unions is on the rise, over 68% of Canadians live in married families. Marriage is still an institution that many Canadian couples feel is important in order to make a legal and public commitment to each other.



Go to your *Interpersonal and Family Relationships* DVD and view the CBC video “Why Do We Marry?” (45 minutes).

**Instructions:** Take detailed notes as you watch “Why Do We Marry?” Then answer the following questions. Read the questions before you begin watching the video so you know where to focus your note-taking. **(10 marks)**

## Video – “Why Do We Marry” Note-Taking Template

Facts that were presented in the video

(For example, how many children are born to common-law parents in Quebec?)

Scenes that left an impression with me.

(Record the characters’ names and the situation that they presented.)

Questions that I have about the material presented in the video.

1. According to the video, what are the top five reasons why people get married? (5 marks)

---

---

---

---

---

2. Name two concessions that the couples made to adhere to their families' culture or religion? (2 marks)

---

---

---

---

3. What percentage of children born in Quebec are born to common-law families? (1 mark)

---

4. According to some of the couples interviewed, how did they feel marriage could help them socially and in their careers? (2 marks)

---

---

Evaluation Guidelines	Marks
See individual questions for marks	10
<b>Total Marks</b>	<b>/10</b>

## Section 2 Assignment: Part 5

# Grenier—Ten Conversations

### Resources:

*Foundational Skills Package*

Grenier's book, *The 10 Conversations You Must Have Before You Get Married (and how to have them)*, offers couples who are contemplating marriage advice on how to talk about the topics that can bring people closer together or wedge them apart. As you read through the article based on his book, take note of what conversations would be beneficial for you to have with your spouse-to-be.

Read the article entitled "What to Talk About Before Getting Married and Why." You will find the article in Appendix C of this course. Read the article twice. Reading it a second time will ensure that you catch many of the details and will be able to respond to the following questions.



Go to your *Foundational Skills Package* and review "Being an Active Reader."

**Instructions:** Once you have finished the reading, respond to the questions below. Be sure to choose the BEST response! **(10 marks)**

1. When discussing marriage, Grenier emphasizes that this skill is essential:
  - a) good communication
  - b) similar thinking
  - c) critical thinking
  - d) constant communication
2. When discussing the topic of 'family,' couples need to ask two critical questions:
  - a) if and when to have children
  - b) when and how many children to have
  - c) if and how many children to have
  - d) both a and b
3. Grenier feels that each person in the couple needs to be responsible for his or her own personal welfare in terms of:
  - a) financial security throughout the marriage.
  - b) security in the event that the marriage fails.
  - c) maintaining a sense of independence.
  - d) maintaining a high socio-economic standard.



4. Grenier believes that all couples should begin a life-long commitment with a:
  - a) prenuptial agreement.
  - b) marital agreement.
  - c) written agreement.
  - d) both a and b.
5. When discussing the topic of sex, Grenier feels that it is important to discuss:
  - a) marital infidelity and marital fidelity.
  - b) sexual compatibility and marital infidelity.
  - c) marital fidelity and sexual compatibility.
  - d) none of the above.
6. It is often said that when you marry, you also marry your spouse's:
  - a) friends.
  - b) previous partners.
  - c) colleagues.
  - d) family.
7. When discussing 'home,' it is important to consider:
  - a) proximity to a major city.
  - b) proximity to work.
  - c) proximity to family.
  - d) both b and c
8. When it comes to housework, Grenier believes that part of the problem comes from:
  - a) racial discrimination.
  - b) gender stereotyping.
  - c) reverse discrimination.
  - d) racial stereotyping.
9. When it comes to leisure activities, Grenier suggests couples:
  - a) do everything together.
  - b) share common interests.
  - c) put aside their individual interests.
  - d) look for new interests.

10. In terms of spirituality and religion, Grenier believes both people:

- a) must share the same views on spirituality and religion.
- b) can accommodate their differences.
- c) should not marry into a different faith.
- d) convert to the same religion.

Evaluation Guidelines	Marks
1 mark per question	10
<b>Total Marks</b>	<b>/10</b>

## Section 2 Assignment: Part 6

# Conducting Research

### Resources:

*Foundational Skills Package*

*Interpersonal and Family Relationships Website*

For this assignment, you have two options for conducting research. You can research the cost of a wedding or research how to complete a pre-nuptial agreement.

### Option A: Planning the Wedding

In this assignment, you will research and create a budget for a wedding. You can find out prices by searching the Internet, reading newspapers or magazines, or making phone calls.

**Instructions:** Fill in the following chart. An example has been provided for you. Add rows if there are additional items; figure out the costs; and come up with a total.

Before you start, determine the number of guests that you would want to have in attendance. Most of your calculations will be based on this number. However, costs on many of the items will vary so base your expenses on what YOU would want. **(15 marks)**



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

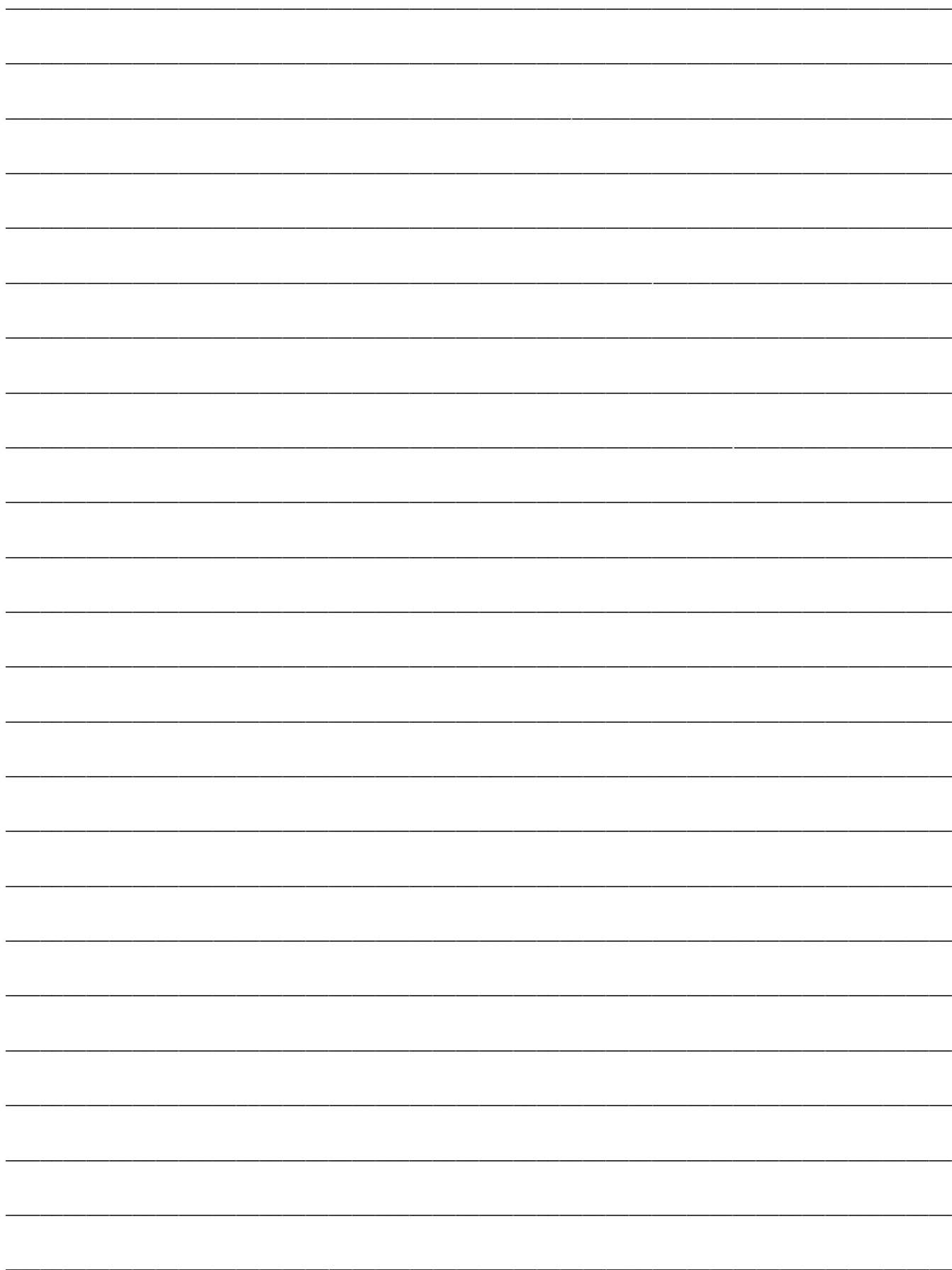
## Wedding Budget

Item	Cost	Source of Cost
Example: wedding rings	\$6800	People's Jewellers
wedding rings		
fee paid to religious attendant or Justice of the Peace		
venue for reception (community hall, hotel, backyard)		
invitations (printing costs )		
flowers (bride, bridesmaids, groom, groomsmen)		
food cost per plate x number of guests (catering company)		
beverage costs x number of guests		
wedding cake		
bridal dress		
photography		
D.J. or other entertainment		
gifts for attendants		
bridesmaid dresses + number of attendants		
hair dresser / make up (bride and bridesmaids)		
tuxedo rental for groom + number of attendants		
<b>TOTAL COST</b>		

**Paragraph Response:**

**Instructions:** In a paragraph of 200 words, describe your reaction to the costs of the items. Were you surprised, for example, by the costs? Did the costs of the items cause you to reconsider the number of guests you would invite? Did the costs cause you to change the inclusion of some budget items? Be sure to include at least four points about your reaction in your paragraph. **(10 marks)**

[illegible]



<b>Evaluation Guidelines</b>	<b>Marks</b>
<b>Wedding Budget</b> 1 mark for information provided for each item	15
<b>Paragraph Response</b> Paragraph Scoring Guide (see Appendix A) 1 mark for each point made about reaction	6 4
<b>Total Marks</b>	<b>/25</b>

### Option B: The Prenuptial Agreement

Hollywood is full of stories of marriage and divorce. Whether you follow the stars' personal lives on television, in magazines, or online, you have likely read a story about a couple's relationship in turmoil. This type of turmoil can also exist close to home and that is why prenuptial agreements are on the rise. More and more couples are opting to have co-habitation or prenuptial agreements signed so as to protect themselves and their children, either now or in the future.

#### Prenuptial Agreement Template

**Instructions:** Research three examples of prenuptial agreements. Various websites have been provided for your use. Read through the examples. Based on what you read, choose three clauses that you would include in a prenuptial agreement. Include the source of the clause. If you would prefer not to have a prenuptial agreement, choose three clauses that you would use as a springboard for a conversation with your significant other. Be sure to cite the source as well. Use the following template to record your three choices. (9 marks)



Go to the Interpersonal and Family Relationships Website to view the samples.  
[http://www.openschool.bc.ca/courses/families10-12/fam\\_rel/index.html](http://www.openschool.bc.ca/courses/families10-12/fam_rel/index.html)

**Note:** If you do not have access to the Internet, read through the information on What to Expect from a Prenuptial Agreement as well as the two sample prenuptial agreements included in Appendix B of this course. Indicate which clauses you would include in an agreement, or use to initiate a conversation with your partner.

## Prenuptial Agreement Template

Clause 1	
Source	
Rationale	
Clause 2	
Source	
Rationale	
Clause 3	
Source	
Rationale	



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



## Paragraph Response

The topic of a prenuptial agreement can be an uncomfortable conversation for couples to approach. The conversation often happens at a time when divorce or separation is the farthest thing from the minds of the soon-to-be bride and groom.

**Instructions:** Are prenuptial agreements necessary? Research the websites provided on the *Interpersonal and Family Relationships Website* and/or interview families, friends, and others to make an informed opinion about whether or not prenuptial agreements are necessary. **(16 marks)**



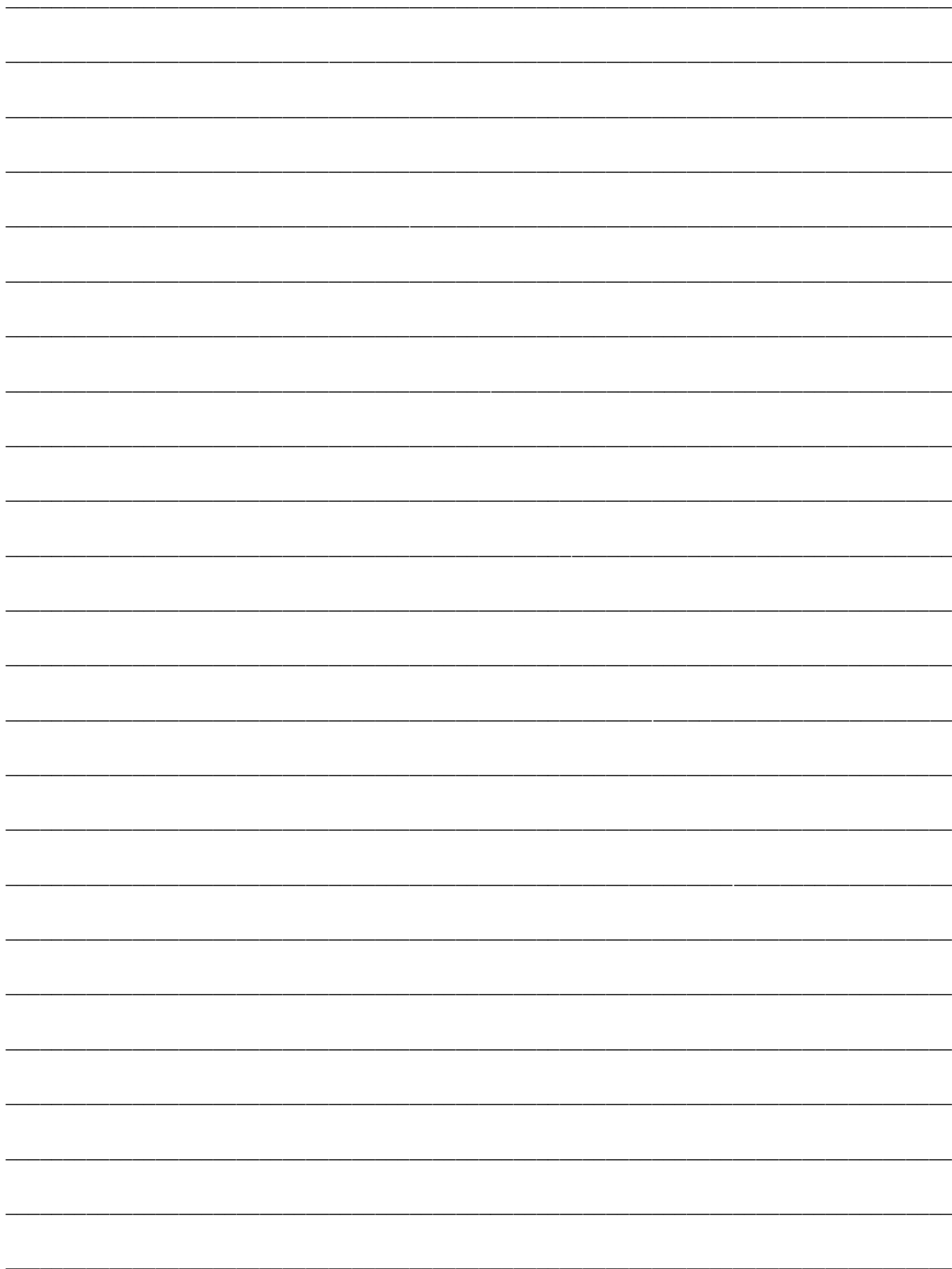
Go to the *Interpersonal and Family Relationships* Website to view different perspectives on this topic.

[http://www.openschool.bc.ca/courses/families10-12/fam\\_rel/index.html](http://www.openschool.bc.ca/courses/families10-12/fam_rel/index.html)

Complete the following statement by providing your position as well as four reasons of support. Your response should be 200 words.

*"I think that prenuptial agreements are / are not necessary because..."*

This image shows a blank 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.





## Section 2 Assignment: Part 7

# Conducting Research

“We cannot control what happens to us; we can only control how we deal with the situation.” This expression captures the notion that we have a choice in our response to negative situations. How a person chooses to deal with a life-altering situation oftentimes determines his or her overall ability to cope with the situation and move forward.

The following case studies will explore how two couples ended their relationship, what resources they accessed (or didn't access), and what the impact on their families was.

### **Case Study: The Changs**

Eric and Vivien Chang were married for 16 years and have two children: Rebecca is 14 years old and Sam is 11. Vivien stayed at home and looked after her children when they were young, but she went back to university part-time after they started elementary school. Vivien recently graduated from university and started a new career as a pharmacist. Eric, who works as a draftsman, felt threatened by Vivien's new career and financial independence. He complained that because she worked two nights a week and every other weekend, she was no longer available to him and to their children. Eric asked her to quit her job. Vivien did not want to quit her job, so she initiated marriage counselling to help solve her and Eric's problem. But Eric never showed up for the appointments. Eric started to talk badly about Vivien to their children. Their home life became a battlefield and Rebecca and Sam were deeply affected by the turmoil. The marriage became so volatile that Eric moved out and soon Vivien sought a divorce.

Vivien and Eric did not have a prenuptial agreement and therefore had much to sort out. Since they couldn't come to any agreement on issues such as property settlement and child custody and access, Vivien suggested hiring a mediator or a family justice counsellor to help them. Eric refused, and instead they each hired a lawyer and went to court, which made for a long, drawn-out, and expensive, process. Both Vivien and Eric went deeply into debt to pay legal fees. Their kids suffered emotional and physical stress because of their parent's hostility toward one another and also due to their financial insecurity.

### **Case Study: Peter Johnson and June Clausen**

Peter and June lived common law for 10 years and had three children: Lily (2), Sasha (5), and Phillip (8). Peter is an artist and June is a nurse. When June confessed to having an affair and wanted to leave the relationship, Peter was devastated. Together, June and Peter went to counselling to help them 'uncouple' emotionally, keep the lines of communication open between them, and figure how best to deal with their children's grief over their breakup.

Peter and June drafted a co-habitation agreement before they moved in together. Therefore, they had a mutual understanding in terms of division of assets (property, bank accounts, furniture, vehicles, etc.), child support and custody, and spousal support. They hired a mediator to help them work through the details of their separation and worked out a plan that was in the best interest of their children. With the help of the mediator, they agreed that Peter would stay in their home and June would rent a house in the neighbourhood to facilitate sharing custody. They agreed each would have their children half time. Although they both

hired lawyers to draft their legal documents, they still worked with the mediator, which saved money and prevented them from having to go through the court system.

As you have learned, relationships end for many different reasons. And when relationships break up, there are many legal and financial issues that need to be considered. When couples enter a committed relationship, no one expects the relationship to end. However, as demonstrated in the case studies, whether a couple lives common law or is married, it is important to have a written agreement in order to protect the interests of all the family members.

**Instructions:** Read the two case studies, The Changs and Peter Johnson and June Clausen and respond the following questions. **(8 marks)**

1. What do Eric and Peter have in common? (1 mark)

---

---

2. Identify three issues both couples will have to resolve as part of their relationship ending. (3 marks)

---

---

---

3. Describe two ways in which Eric's behaviour made his marital situation worse. (2 marks)

---

---

---

---

4. Describe two ways in which Peter's behaviour helped to better resolve his relationship situation. (2 marks)

---

---

---

---

## Reflecting on the Case Studies

Use the information that you gathered in the first part of this section assignment to complete either Option A **or** Option B. You only have to complete one of the following activities.

### Option A: A Supportive Friend

**Instructions:** You've probably read an advice column in the newspaper where people write in to ask for advice about dating and relationships. Compose a letter from Eric's friend's point of view and explain Eric's situation. Be sure to use the information from the case studies when describing Eric's circumstance. Then, respond to the letter—as if you were the advice columnist—making reference to the coping strategies listed in Coping with a Breakup in Lesson C. What advice will you give Eric? **(12 marks)**

**Letter:**

Dear , \_\_\_\_\_

This image shows a blank 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.

Sincerely,

**Response:**

Dear , \_\_\_\_\_

[illegible]

Sincerely,



### **Option B: A Different Ending**

**Instructions:** Write two paragraphs assessing Eric and Vivien's situation. The first one will describe how Eric could have handled his family situation differently. The second will explain what he can do now to improve the situation to improve the outcome.

#### **Paragraph One:**

Rewrite Eric's story. How could Eric have dealt with the situation differently in order to have less confrontation in the family? What could he have done while Vivien and he were still married, or even once they were separated, to ease the situation? Refer to three things from the case study.

#### **Paragraph Two:**

Write a paragraph about what Eric can do now. What could make the situation better for Vivien, his children, and himself? In your response, include some of the things that Peter did to consider his children and to dissolve the common-law situation amicably. Refer to three things that Peter did that Eric could now do.

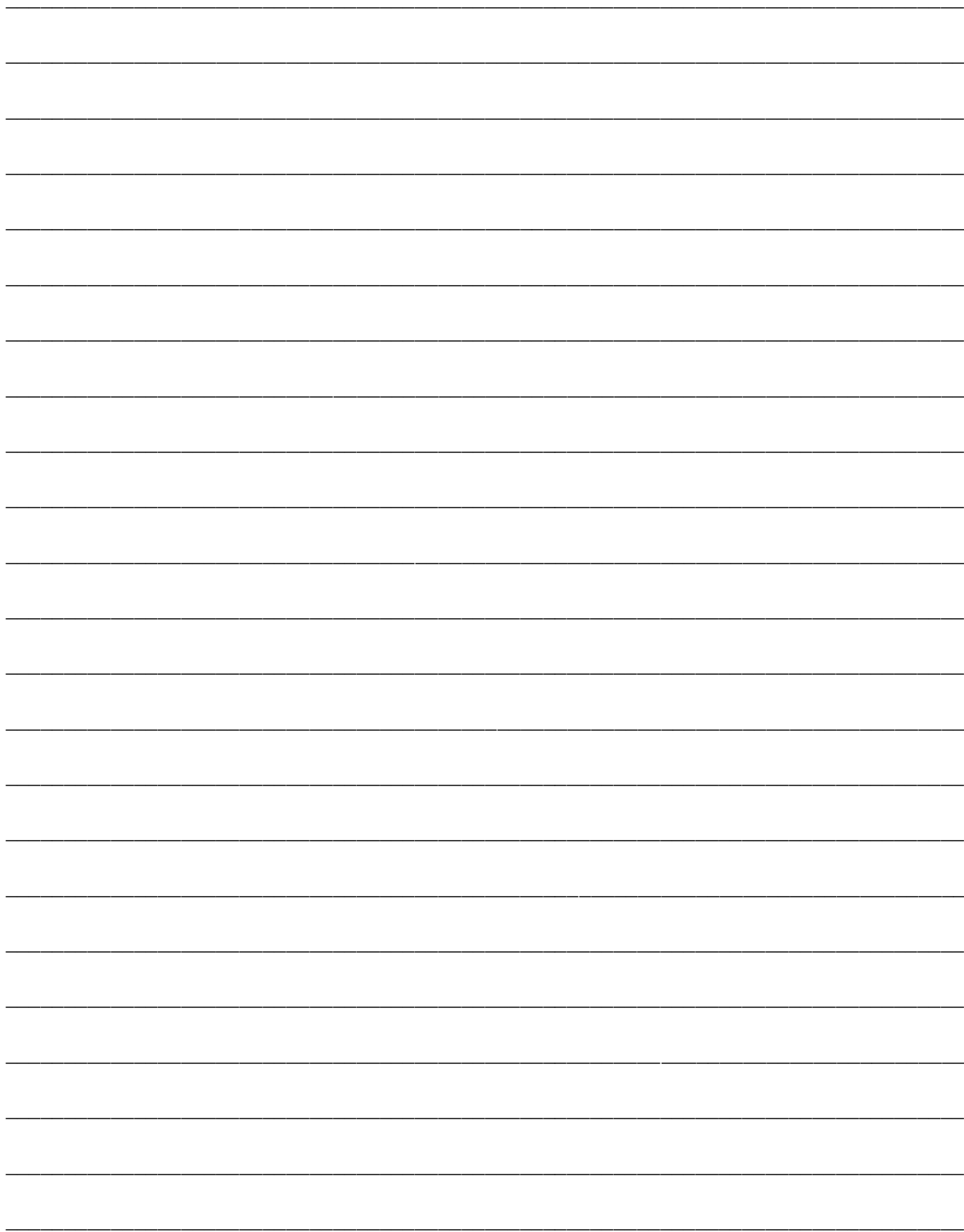
[illegible]

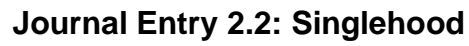
[illegible]

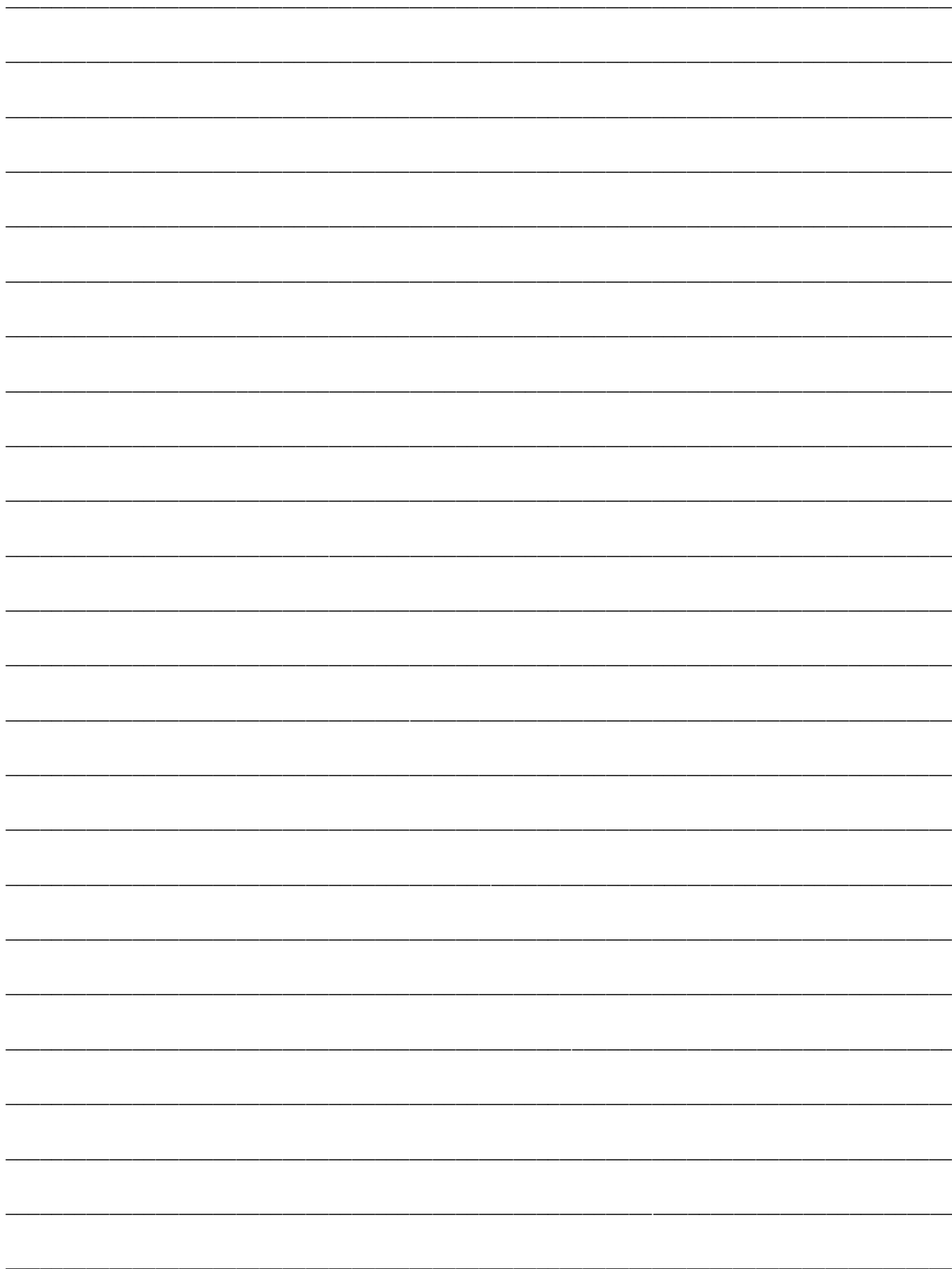
<b>Evaluation Guidelines</b>	<b>Marks</b>
<b>Case Study Questions</b> See individual questions for marks	8
<b>Option A: A Supportive Friend</b> Letter From a Friend—Paragraph Scoring Guide (see Appendix A) Response Letter—Paragraph Scoring Guide OR	6 6
<b>Option B: A Different Ending</b> Paragraph One—Paragraph Scoring Guide Paragraph Two—Paragraph Scoring Guide	6 6
<b>Total Marks</b>	<b>/20</b>

## Journal Entries

[illegible]



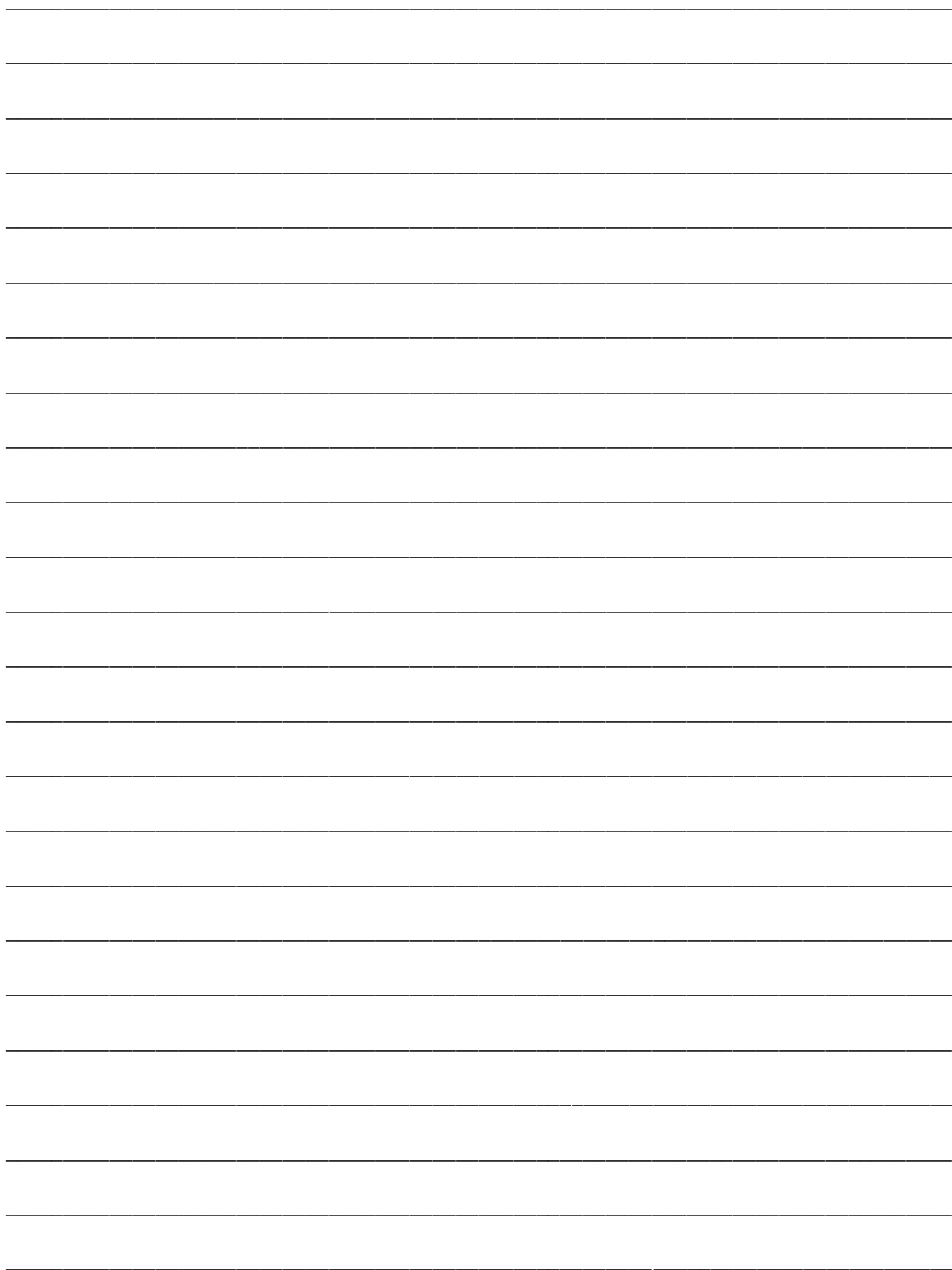
This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.







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.



Activity 1

Relationships: Healthy or Unhealthy?

What makes a relationship healthy or unhealthy?

**Instructions:** Based on what you know and what you want to know about healthy relationships, complete the first two columns of the following Know—Want to Know—Learned chart. The third column will be completed at the end of this lesson. You may consider different types of relationships in completing this activity: friendships, work relationships, family relationships, and/or romantic relationships.

Try to generate at least five points under each category.

<b>Know</b> <i>What I already know about healthy relationships</i>	<b>Want to Know</b> <i>What I want to know about healthy relationships</i>	<b>Learned</b> <i>What I learned about healthy relationships</i>
<b>Example:</b> There has to be respect for one another	<b>Example:</b> What are the red flags of an unhealthy relationship?	
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.

**Note:** As you progress through this lesson, verify and/or add to your ideas about healthy relationships.

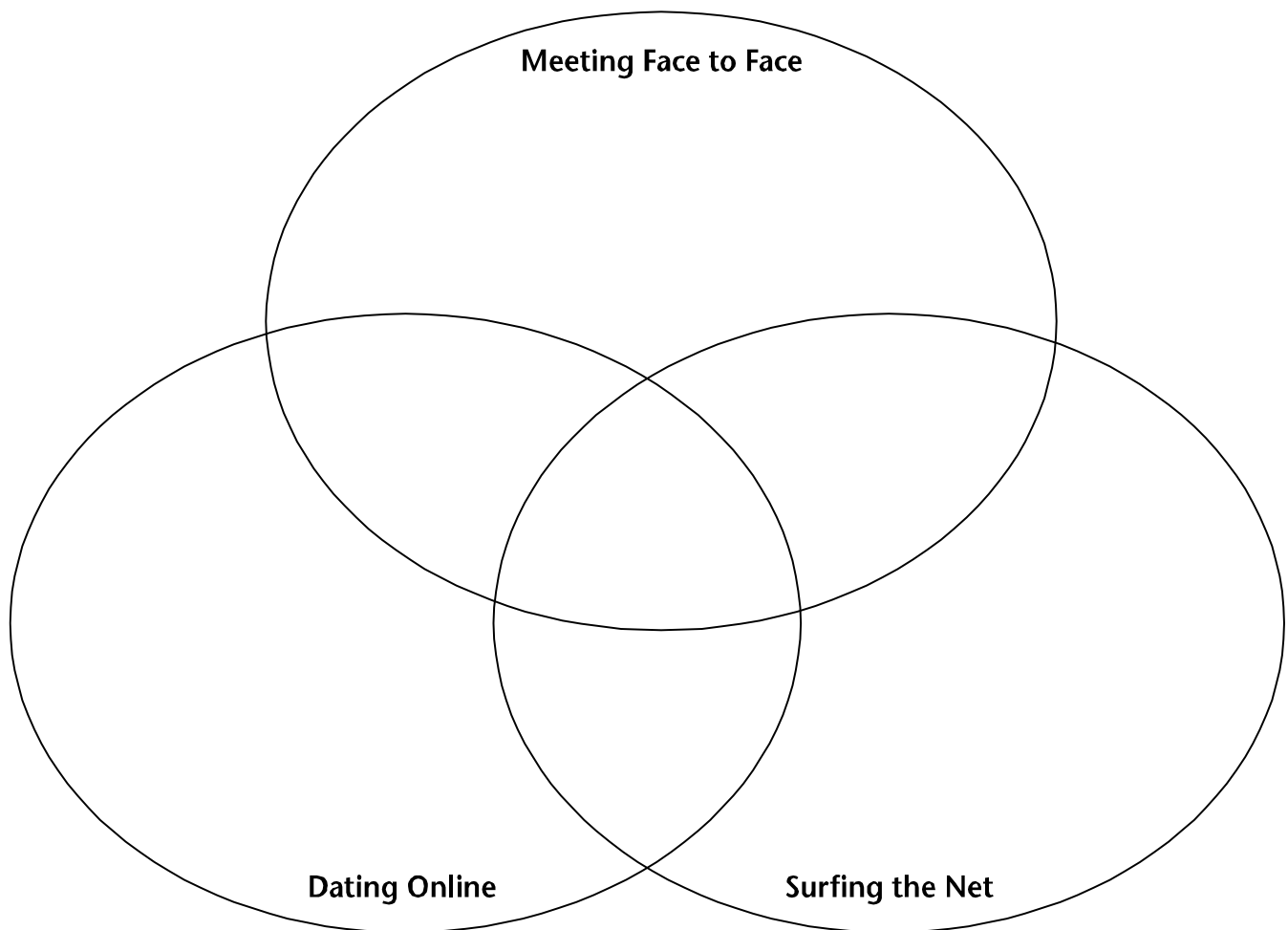
## Activity 2

# Getting To Know Someone

Whether a person is socializing by surfing the Net, dating online, or meeting face-to-face, there are many protective measures that he or she can follow. While many of the same measures will apply, there will be some that are unique to specific situations such as surfing the Net, dating online, or meeting face-to-face.

**Instructions:** Brainstorm three actions you take to ensure that your 'socializing' is done safely, whether it be surfing the Net, dating online, or meeting face-to-face. Include the actions that are common to all three situations in the center of the Venn diagram and ones that are unique in the designated spaces. Once you have brainstormed your ideas, read "Safety Tips for Meeting New People" and add more ideas to your list if need be.

**Note:** If possible, compare your list with another person's. Exchange ideas and add to each other's lists.



# **‘Red Flags’ of an Unhealthy Relationship**

Red flags are warning signals that caution about possible dangers. Learning to detect the red flags in a relationship could help you determine when something is wrong, either in your own relationship or that of a friend.

What are some red flags or danger signs in an unhealthy relationship? The following are behaviours that a partner in an unhealthy relationship may exhibit. In every case, talk to your partner using ‘I’ statements and tell him or her how you feel about his/her behaviour, and how this behaviour is affecting your relationship. Also add that if the behaviour continues, the relationship must end.

## **Jealousy**

- gets angry when his/her partner spends time with other people
- needs to be in constant contact with the partner and may call over and over again

## **Emotional Abuse**

- constantly criticizes his/her partner
- uses insulting language to describe his/her partner
- makes partner feel bad about him/herself

## **Blaming**

- takes no responsibility for his/her behaviour—It’s always someone else’s fault.
- portrays him/herself as the victim

## **Isolation**

- persuades partner to give up interests and activities he or she enjoys
- makes partner feel bad about spending time with other people

## **Coercion**

- manipulates or forces partner to do something he/she doesn’t want to do
- disregards partner’s wishes or needs

## **Controlling Behaviour**

- makes all the decisions in the relationship

## **Dishonesty**

- partner lies, misleads, or fails to communicate openly

## **Physical Abuse**

- grabs, pushes, or hits partner
- throws or breaks objects

## **Sexual Abuse**

- forces partner to have sex or engage in sexual behaviour against his/her will

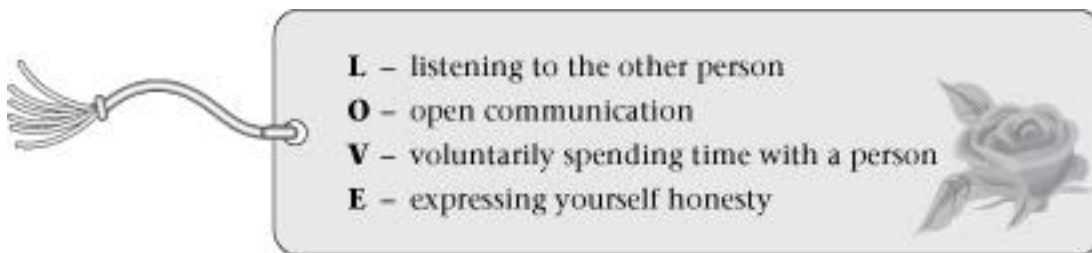
## Section 3 Assignment: Part 1

# Healthy Relationships

When people speak of healthy relationships, the words respect, trust, and honesty are often used. Think about what words express your definition of a healthy relationship.

**Instructions:** Using the word ‘respect’ or ‘trust’ or ‘honesty’ create a word diagram that expresses the qualities of a healthy relationship. Once you have created your word diagram, copy it onto the bookmark template. Include one visual on the bookmark that illustrates your definition of a healthy relationship. Be sure your bookmark is visually appealing! **(6 marks)**

For example:

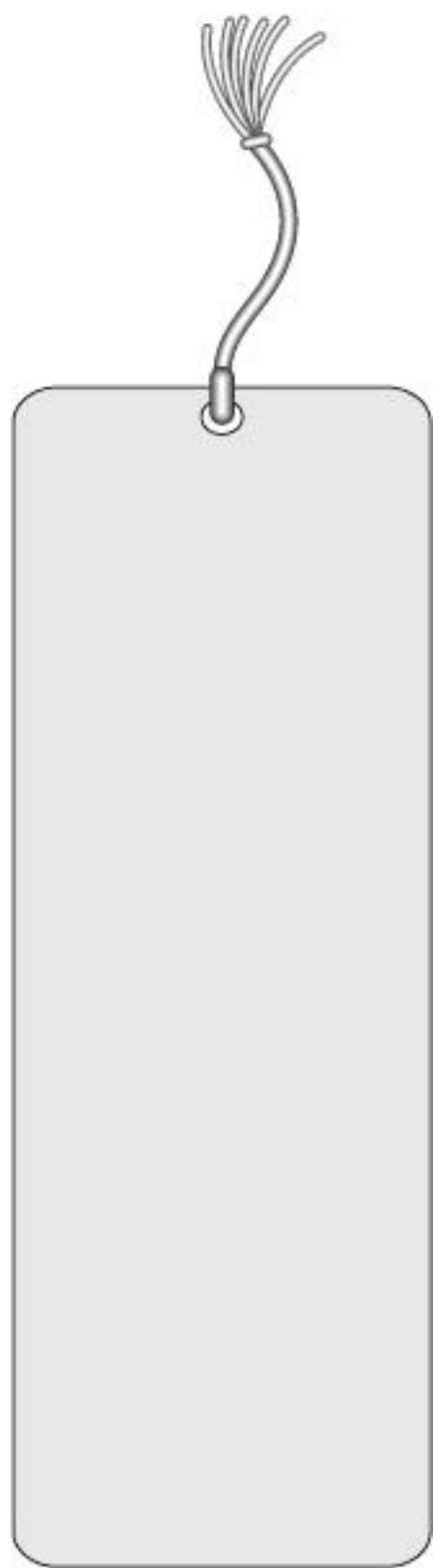


Note: There may be another word that you feel is more appropriate. If this is the case, verify it with your teacher before creating your word diagram.



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

Evaluation Guidelines	Marks
Visual Design Scoring Guide (see Appendix A)	6
<b>Total Marks</b>	<b>/6</b>



## Section 3 Assignment: Part 2

# Identifying Red Flags

A warning sign is an indication that something is not right in a particular situation and that action is needed to remedy it. How a person chooses to act is as individual as the person. Some people may choose to leave a relationship that has red flags, while others may look for ways to stay while working towards solutions to the problem(s).

**Instructions:** Imagine that a friend tells you that he or she is in what might be an unhealthy relationship. What three 'red flags' would you tell this person to watch out for? Refer to the list provided in **Lesson A: Red Flags of an Unhealthy Relationship**. On the following page, record three red flags and identify three behaviors associated with each one. Then, indicate how you would advise your friend to act. You can refer to material in this module, or you can explain a strategy of your own. **(15 marks)**

**Example:**

<b>Red Flag</b>	Jealousy
<b>Behaviour</b>	gets upset if I make plans with my friends gets upset if I talk to a member of the opposite sex calls me repeatedly throughout the day
<b>Action</b>	Tell the person how his/her behavior makes you feel. Let this person know that you like spending time with him or her as well as your friends. Encourage this person to be more independent too.



Red Flag #1	
Behaviour	
Action	

Red Flag #2	
Behaviour	
Action	

Red Flag #3	
Behaviour	
Action	

Evaluation Guidelines	Marks
1 mark for each identified red flag	3
1 mark for each identified behaviour	9
1 mark for an effective action for each red flag	3
<b>Total Marks</b>	<b>/15</b>

### Section 3 Assignment: Part 3

## A Relationship Bill of Rights

Just as Canadians have the right to vote, have freedom of speech, and have freedom of religion, a person has rights within a relationship. Regardless of the nature of the relationship (friends, family members, romantic partners, married couple), a person has certain rights that need to be respected.

**Instruction:** Create a list of 12 rights that you must have in a relationship. This will be your personal Relationship Bill of Rights, so make it personal and genuinely yours. As you create your list, think of the healthy relationships in your life and the rights that are respected within them. **(12 marks)**

**Example:**

*In my relationships, I have the right to express my opinion freely and without judgment.*

Evaluation Guidelines	Marks
1 mark for each effectively stated right	12
<b>Total Marks</b>	<b>/12</b>

A hand-drawn scroll with a title and a list of rights. The scroll is unrolled, showing a title at the top and a list of 12 numbered lines for writing. The scroll has a rough, hand-drawn border and a small circular detail at the top left.

## Relationship Bill of Rights

In my relationships, I have the right to:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_

### Section 3 Assignment: Part 4

## Understanding Family Violence

**Instructions:** Based on what you have learned in the video “Family Violence,” answer the following questions in complete sentences. **(15 marks)**

1. Identify three ways in which children are affected by growing up with family violence? (3 marks)

---

---

---

---

---

---

---

2. Identify the three stages of spousal abuse? (3 marks)

---

---

---

---

---

---

---

3. Women of what social classes and racial groups are vulnerable to family violence? (2 marks)

---

---

4. Identify three reasons why women stay in abusive relationships? (3 marks)

---

---

---

---

---

---

5. Identify one reason why it might be difficult for men to report that they are victims of spousal abuse? (1 mark)

---

---

---

6. Why is violence against the mother the most toxic form of violence for children to witness? (1 mark)

---

---

---

---

---

---

---

7. What is the ‘double whammy’? (1 mark)

---

---

---

---

---

---

---

8. The video states that certain people, who grow up in adverse circumstances, are still able to nurture their own children. Identify one factor that makes a difference in this outcome? (1 mark)

---

---

---

---

---

---

---

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

### Section 3 Assignment: Part 5

## A Safe Date

When we first meet someone, we would like to think that this person is the decent person he or she presents him or herself to be. Unfortunately, not everyone is as they appear; therefore, it is important that we be cautious when getting to know someone new.

**Instructions:** Whether you meet someone online or at a party, there are certain guidelines that should be followed to ensure your safety. **(10 marks)**

Respond to the following questions by choosing the best response.

(1 mark per question)

1. When surfing the Internet, it is best to keep your personal information (private/public).
2. In public chat rooms people (should/should not) have one-on-one conversations.
3. If you decide to arrange for a date with a stranger that you recently met at a party, ensure that you are meeting during the (day/evening) in a public place.
4. Attend a party with a (strong/trusted) friend.
5. At a party, refusing a non-alcoholic drink from someone that you do not know well is (rude /prudent).
6. When going on a date with someone you met online, be sure to tell (a friend/no one) where you are going.

The lesson outlines four things that someone should not do at a party as the Four 'Don'ts'. List them here. (1 mark per question)

1. Don't

---

2. Don't

---

3. Don't

---

4. Don't

---



Evaluation Guidelines	Marks
1 mark per question	10
<b>Total Marks</b>	<b>/10</b>

### Section 3 Assignment: Part 6

## Surfing Safely

A Berkeley University research study on online dating found a statistic from the “US News and World Report,” which stated that in August 2003 alone 40 million unique users visited online dating services throughout the USA. This number accounts for roughly 50% of single adults in the USA. As part of the registration for many online dating sites, registrants are asked to complete a personal profile. The purpose of an online profile is to highlight the user’s qualities and values and to let others know which ones he/she hopes to find in a potential partner.

### Dating Profile

**Instructions:** In this assignment, you will compose an online dating profile. Whether you decide to online date or not, this activity encourages you to consider the qualities and values in a potential partner that are important to you.

When completing the section on a Potential Mate, be as specific as you can. This will hopefully ensure that only suitable people will respond. Be sure to include all relevant information without compromising your safety. **(16 marks)**

## Personal Profile

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

Age: \_\_\_\_\_

Sex: ☐ Male ☐ Female

Height: \_\_\_\_\_

Body Type: ☐ slim ☐ athletic ☐ average ☐ full-bodied

City/Province: \_\_\_\_\_

Education: \_\_\_\_\_

Religion: \_\_\_\_\_

Profession: \_\_\_\_\_

Income: \_\_\_\_\_

Marital status: \_\_\_\_\_

Has children: ☐ Yes ☐ No

Wants children: ☐ Yes ☐ No ☐ Undecided

Exercise: \_\_\_\_\_

## About Me

(Include three qualities about you.)

---

---

---

---

---

---

## Interests and Hobbies

(Include three of your interests and hobbies.)

---

---

---

## Potential Mate

(Include a brief description of someone that you would like to meet. Name three things that you are looking for.)

---

---

---

## Reflecting on the Profile:

**Instructions:** Respond to the following questions in complete sentences.

1. What are two safety measures you took to ensure your safety when composing your online dating profile? (2 marks)

---

---

---

---

2. If you would like to meet face-to-face with the person that you have been chatting with, what are two things that you can do to protect yourself? (2 marks)

---

---

---

---

---

Evaluation Guidelines	Marks
<b>Dating Profile</b>  Personal Profile About Me Hobbies and Interests Potential Mate	  3 3 3 3
<b>Reflecting on the Profile</b>  2 marks per question	  4
<b>Total Marks</b>	<b>/20</b>

## Section 3 Assignment: Part 7

# Ending the Cycle

### Resources:

*Foundational Skills Package*

*Interpersonal and Family Relationships Website*

One of the first steps in ending an abusive relationship is to admit that something is not right and then to reach out for support. Each community in British Columbia has a unique set of resources available to those who are suffering in unhealthy and abusive relationships.

**Instructions:** Research relationship support services in your community. Choose three community resource groups and explain, in a multi-paragraph composition, what they offer. In your composition indicate whom they service (single parents, abused men or women, people with addiction issues, children, etc.) and what they offer their clients. **(24 marks)**

To find this information, consider approaching a school counsellor, teacher, or doctor. Many local clinics, libraries, community centres, and health units will have brochures on available services. You may also refer to the blue pages in your local phone book or search online for available resources.



Some useful links can be found on the Interpersonal and Family Relationships Website.  
[http://www.openschool.bc.ca/courses/families10-12/fam\\_rel/index.html](http://www.openschool.bc.ca/courses/families10-12/fam_rel/index.html)

**Paragraph One:** This paragraph should be an introduction to your composition and include a thesis statement that identifies the three community resource groups that will be elaborated upon.

**Paragraph Two:** This paragraph should explain one community resource group and the services that it provides. Let the reader know how to contact this group if need be.

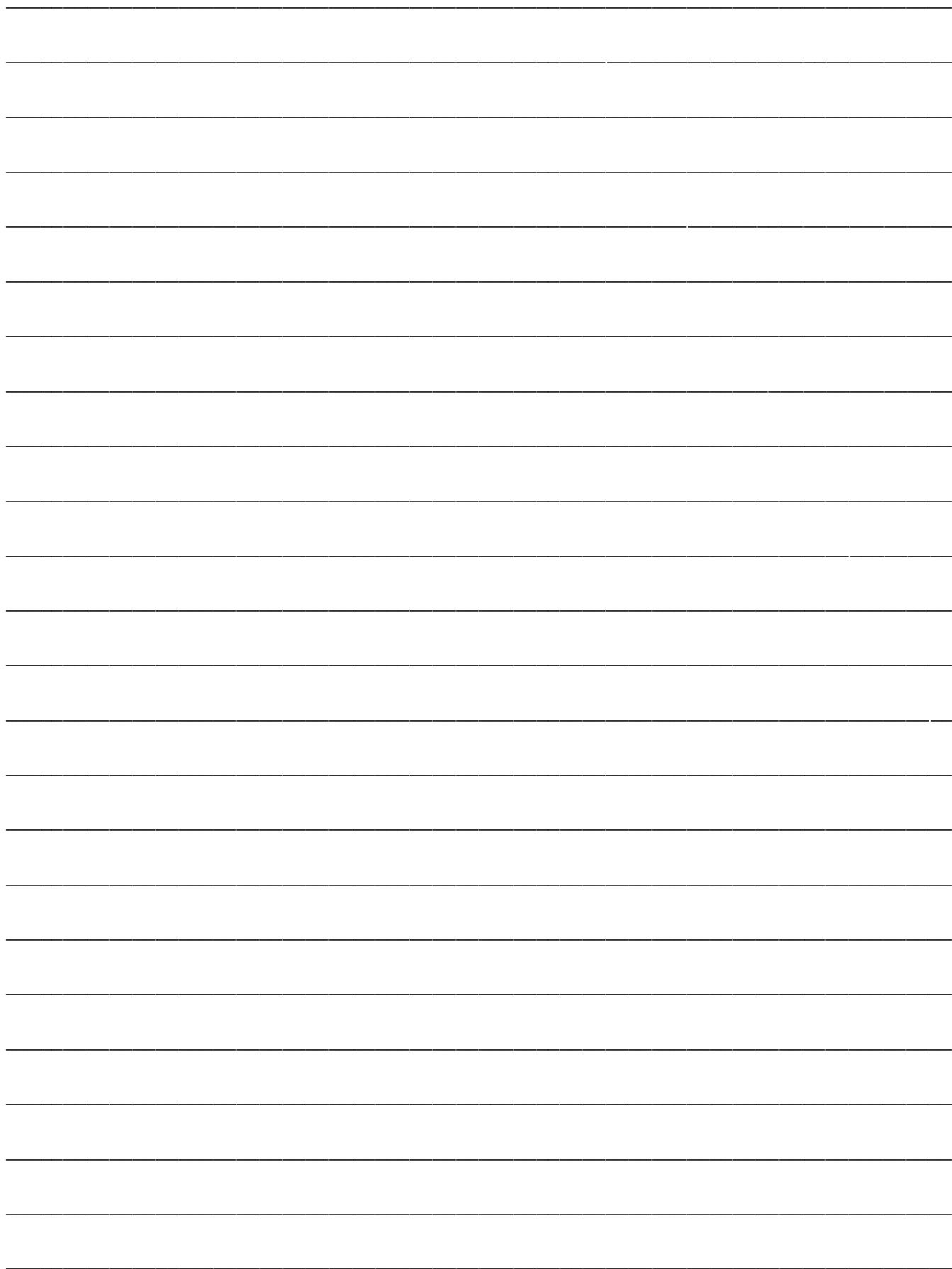
**Paragraph Three:** This paragraph should explain a second community resource group and the services that it provides. Let the reader know how to contact this group if need be.

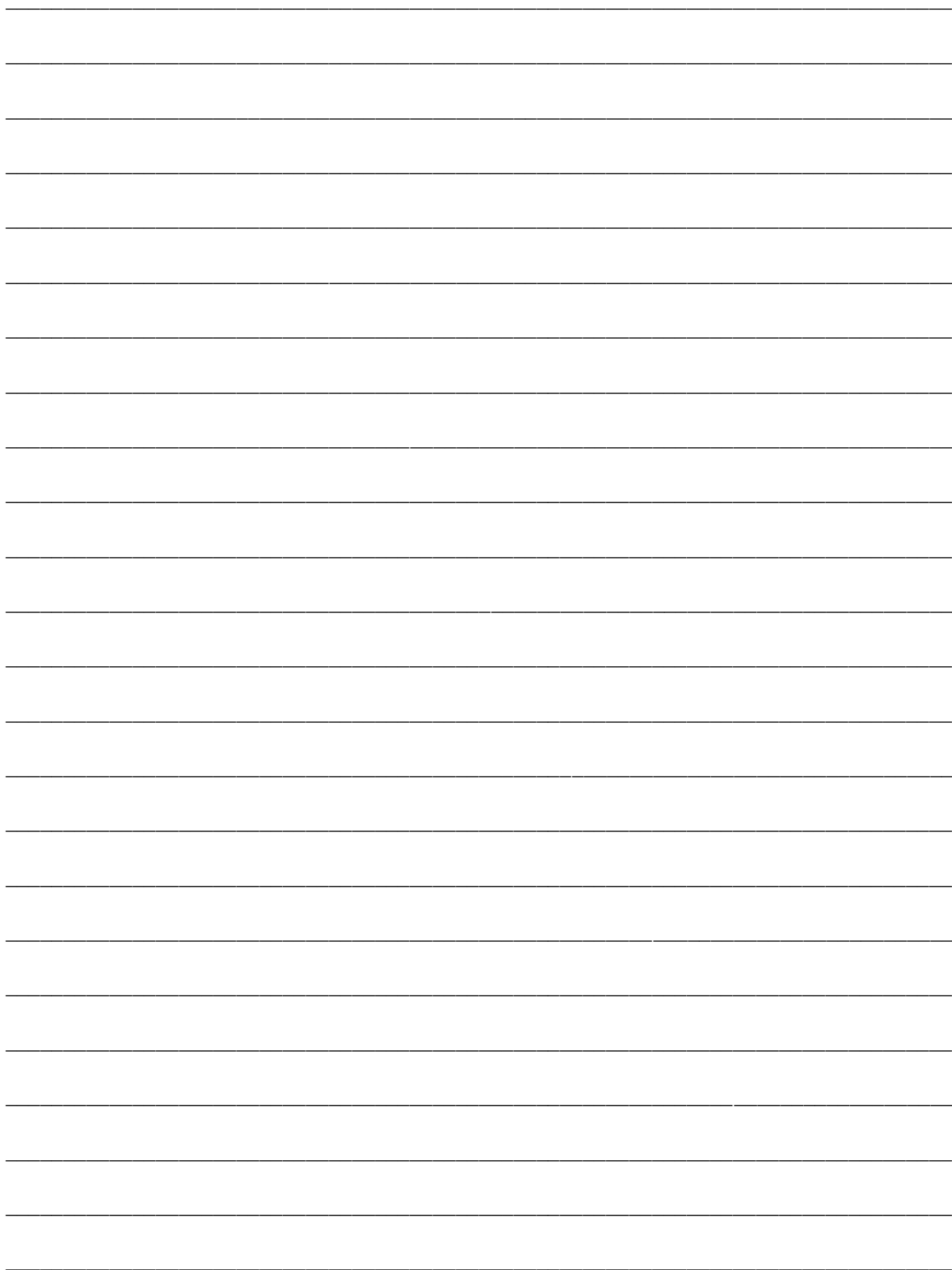
**Paragraph Four:** This paragraph should explain a third community resource group and the services that it provides. Let the reader know how to contact this group if need be.

**Paragraph Five:** This paragraph should bring your composition to an end and should reassure the reader that resources are available. Consider letting the reader know that there are many professionals who are willing to assist those in need.

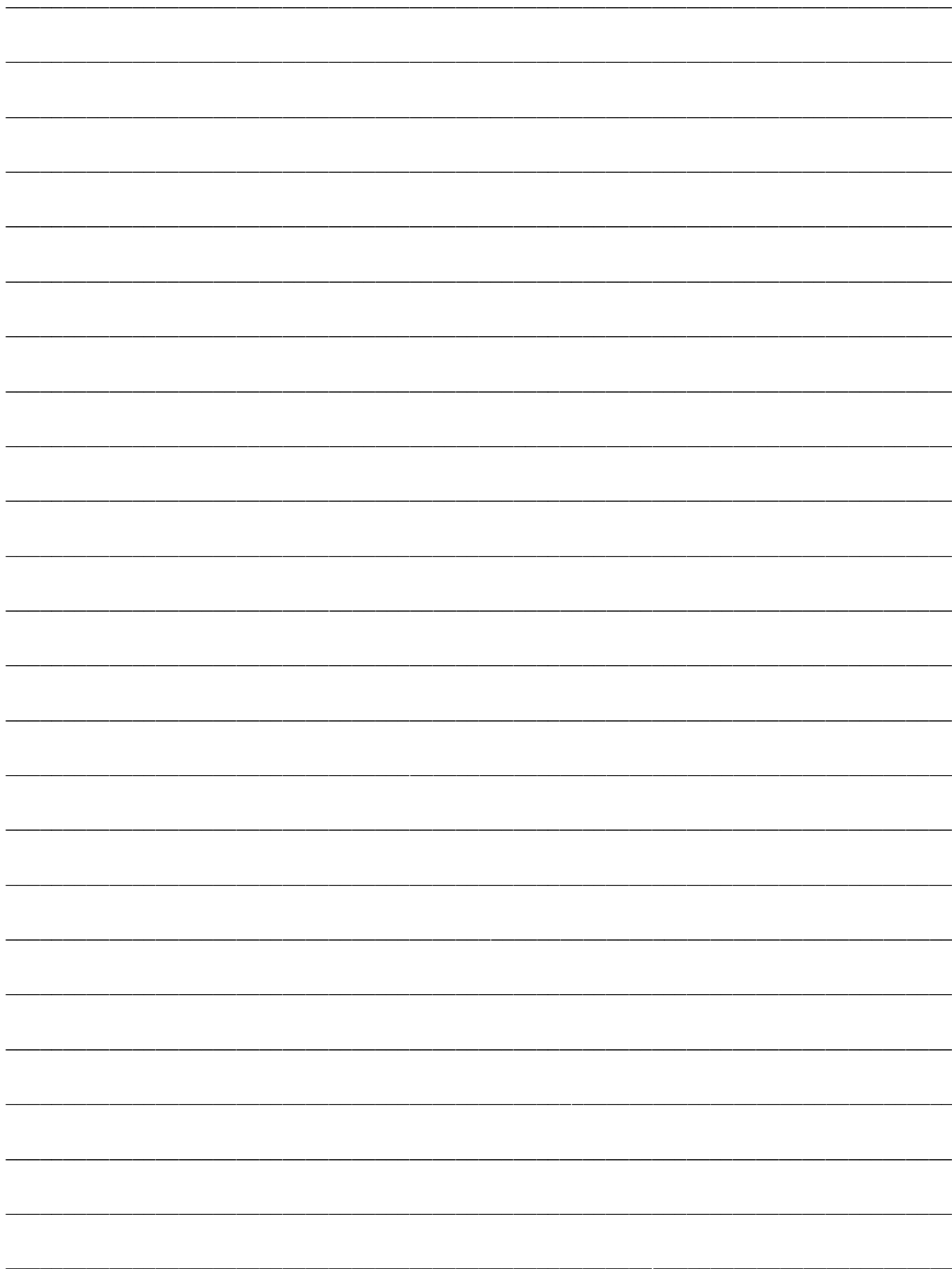


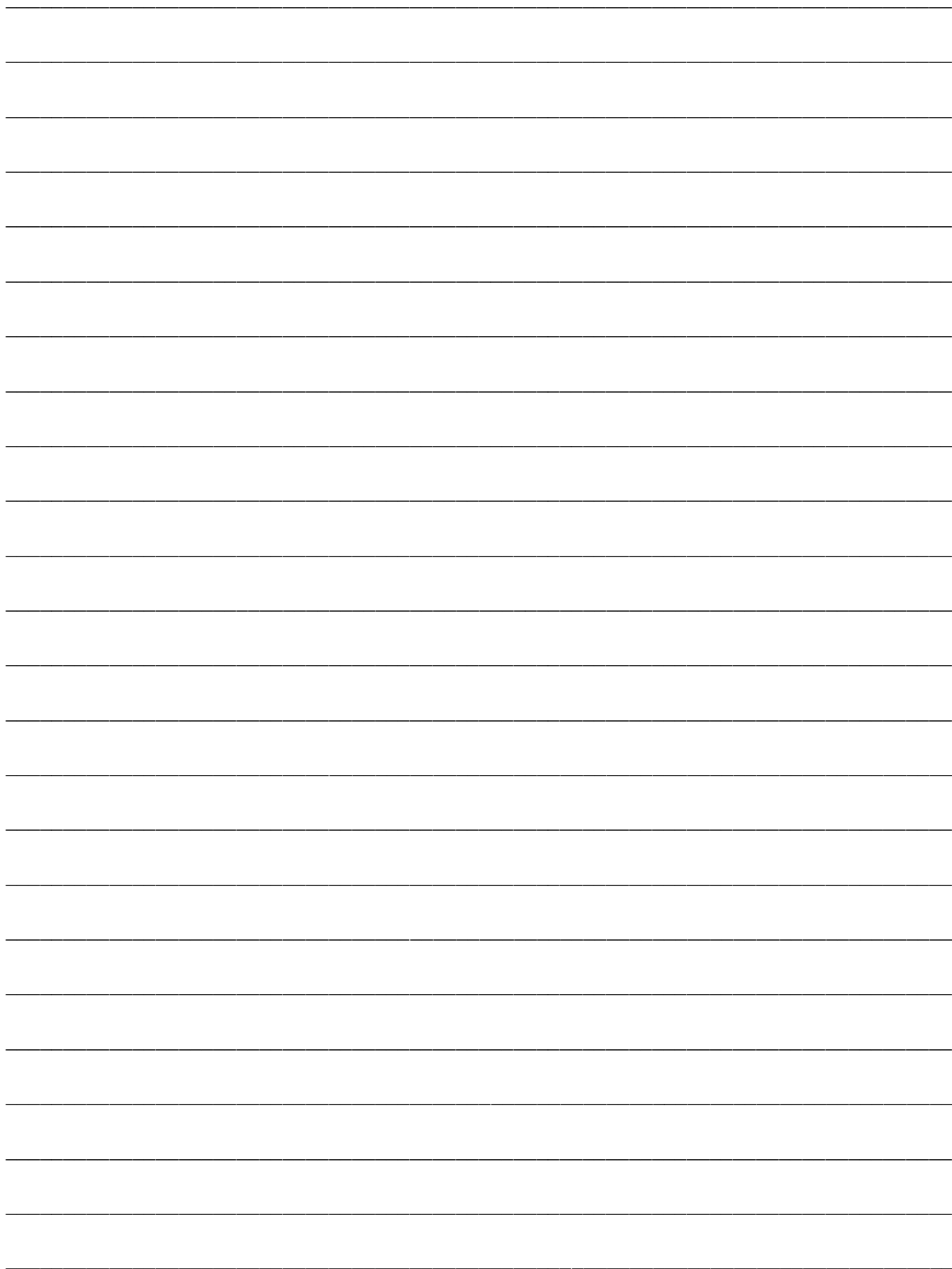
Go to your *Foundational Skills Package* and review “The Writing Process” and “Multi-paragraph Composition Structure”









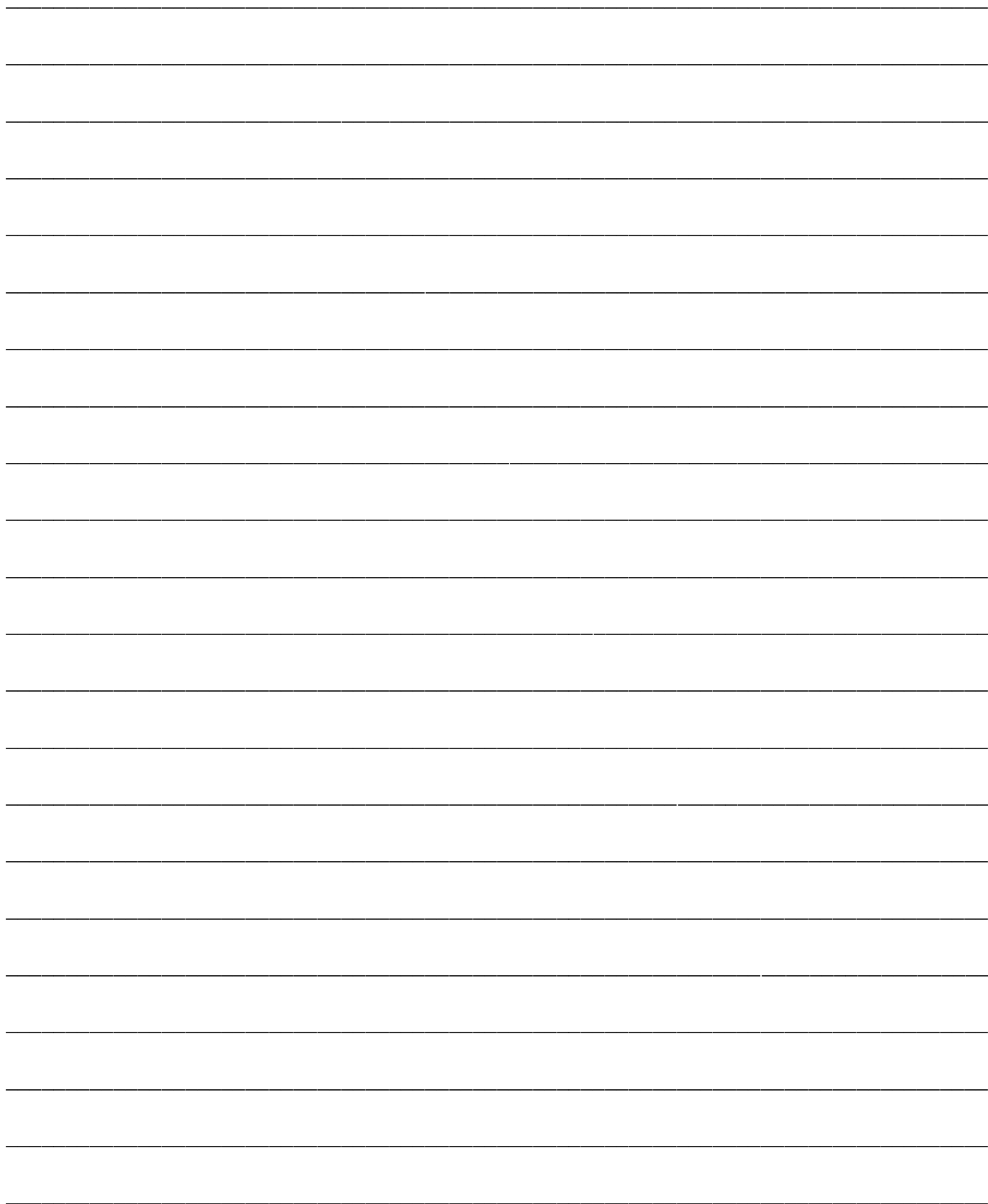




## Journal Entries



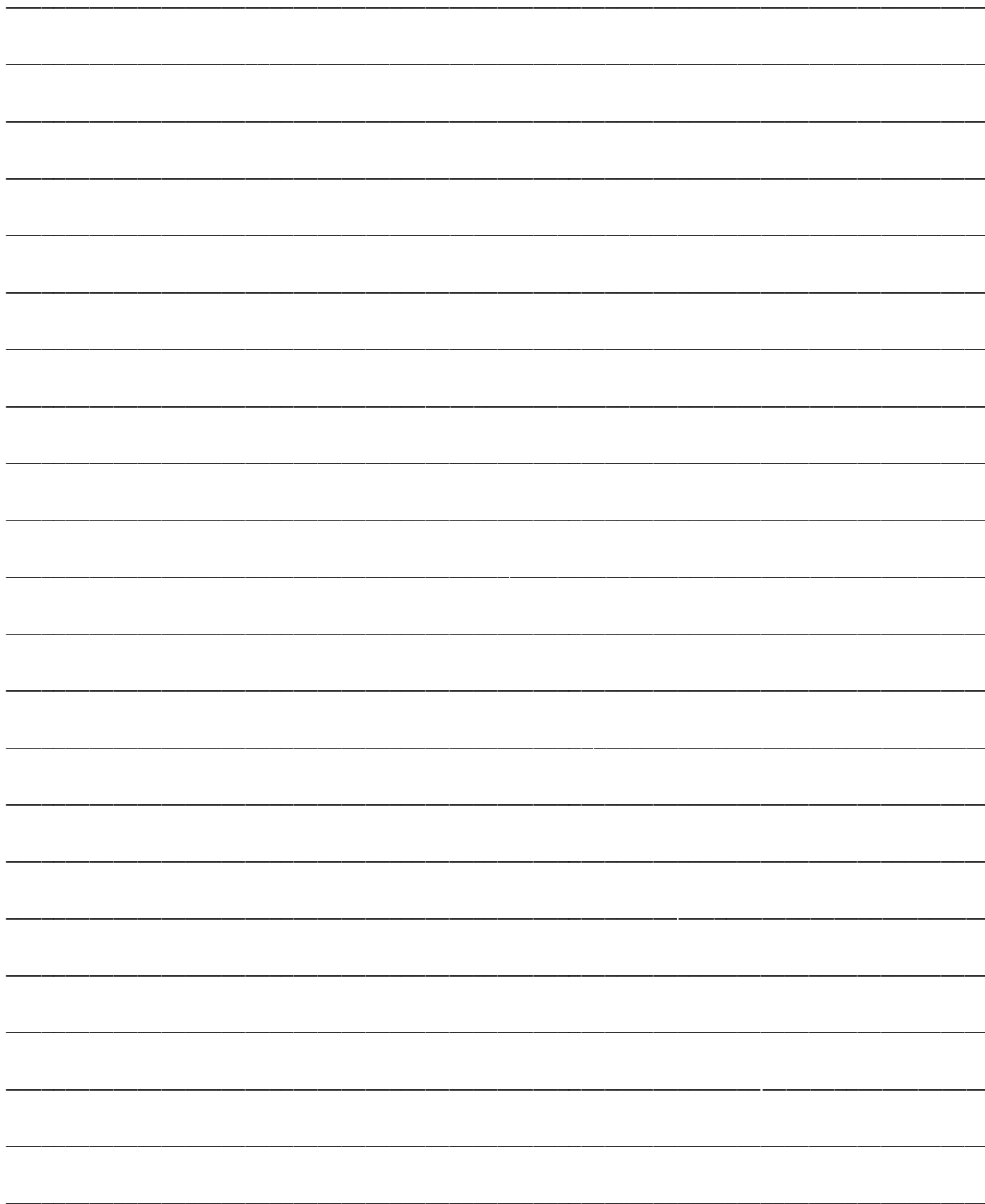
This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

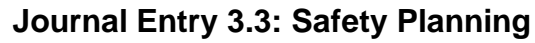




In your journal, comment on how you felt after viewing the video. Refer to three scenes or pieces of information presented that evoked a persona response. Your reflection should be approximately 100 words.

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.

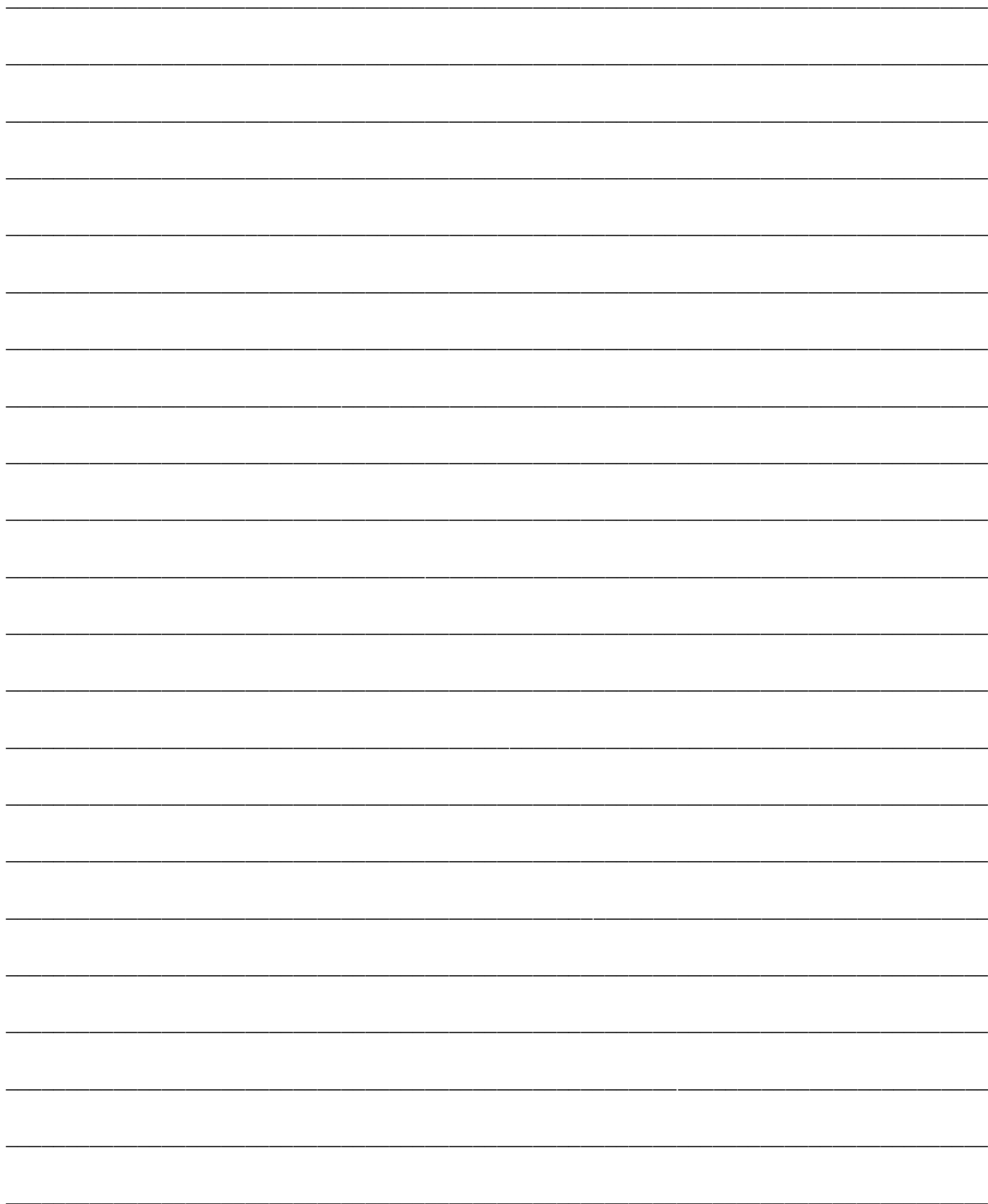




Imagine a friend has asked you for help in leaving an abusive relationship. Give your friend advice on how and where your friend should tell the abuser that he/she is leaving. Include three statements about how your friend should address his/her personal safety.

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.





## Journal Scoring Guide

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

## Multi-paragraph Scoring Guide

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

## Paragraph Scoring Guide

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

## Visual Design Scoring Guide

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