

# Preliminary Community and Family Studies

## Families and Communities

Timing: 2.5 weeks

### OUTCOMES:

A student:

1. describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals
  2. proposes effective solutions to resource problems
  3. explains the changing nature of communities in contemporary society
- P4.1 utilises research methodology appropriate to the study of social issues
- P4.2 presents information in written, oral and graphic form
- P6.1 distinguishes those actions that enhance wellbeing.

### ASSESSMENT

### RESOURCES

Change in Communities outline

Wyong Shire at a glance data

Media article – No Fear

How to have your say in council pamphlet

Lobbying sample letter

Families and Communities assessment task



## 8.3 Preliminary Core: Families and Communities

Outcomes	Students learn about:	Students learn to:	Teaching Strategies	Resources
P4.1 P4.2 P3.1 P6.1	<p><b>Family structures and functions</b></p> <p><i>family</i></p> <ul style="list-style-type: none"> <li>defining family in terms of structure or function</li> </ul> <p><b>family structures</b></p> <ul style="list-style-type: none"> <li>Australian census definition</li> <li>adoptive</li> <li>blended</li> <li>childless</li> <li>communal</li> <li>de facto</li> <li>extended</li> <li>foster</li> <li>nuclear</li> <li>same sex couples</li> <li>sole parent</li> </ul> <p><b>research skills</b></p> <ul style="list-style-type: none"> <li>collecting interpreting and presenting quantitative data</li> </ul> <p><b>family functions</b></p> <ul style="list-style-type: none"> <li>physical</li> <li>economic</li> <li>emotional</li> <li>social</li> <li>cultural</li> <li>moral, spiritual, religious</li> <li>adaptive</li> </ul>	<ul style="list-style-type: none"> <li>examine the diverse nature of the family in contemporary society and formulate a definition that recognises this diversity</li> <li>compare and contrast different family structures</li> <li>examine the prevalence of each of the family structures within different cultural contexts</li> <li>use Australian Bureau of Statistics (ABS) statistics to compare the range of different family structures in Australia and to determine trends related to family structures in Australian society</li> <li>assess the ability of different family structures to fulfil a range of functions</li> </ul>	<p>Define family</p> <p>Debate strengths/weakness of definitions</p> <p>Library research</p> <ul style="list-style-type: none"> <li>statistics: A.B.S, Councils Population</li> <li>ethnicity of population</li> </ul> <p>School based research (survey):</p> <ul style="list-style-type: none"> <li>type of family structure/ethnicity and compare to A.B.S. present findings in graph define and evaluate family structure</li> </ul> <p>Evaluation of different family structures</p> <p>Brainstorm family functions</p> <p>Group work:</p> <ul style="list-style-type: none"> <li>Analyse how different family structures adequately perform functions</li> </ul>	<p>Video</p> <p>Science Press</p> <p>Divorce &amp; The Family Issues Form</p> <p>Australian Family B.... Et Ed.</p> <p>Focus on Australian Society</p> <p>Aspin</p> <p>Selection of Life Management Text Books</p> <p>Aspin</p> <p>Stewart</p>



Outcomes	Students learn about:	Students learn to:	Teaching Strategies	Resources
<p>P2.4 P4.1 and P4.2 P3.2</p>	<p><b>nature of change</b></p> <ul style="list-style-type: none"> <li>● internal and external</li> <li>● planned and unplanned</li> <li>● temporary and permanent</li> <li>● impact on traditional roles</li> </ul>	<ul style="list-style-type: none"> <li>● examine how change challenges individuals and families to utilise management skills by analysing their own experiences of change</li> <li>● use a case study to research the impacts (both positive and negative) of a major change that has occurred within their own family</li> </ul>	<p><b>Internal Change</b> Discussion of family life cycle model group work. Suggest situations that bring about internal change ie. death, divorce, remarriage for one of these changes suggest possible management strategies to cope with this change present to class.</p> <p><b>External change</b> ie.: political/legal reforms, economic, technological, social</p> <p>Library Research</p> <ul style="list-style-type: none"> <li>● Indicate factors and their influence on families.</li> </ul> <p>Reflect on families situations:</p> <ul style="list-style-type: none"> <li>● Planned/Unplanned/ Temporary/Permanent Change; ie :  <ul style="list-style-type: none"> <li>- pregnancy</li> <li>- employment</li> <li>- retrenchment</li> <li>- pregnancy</li> <li>- death</li> <li>- seasonal</li> <li>- contract</li> <li>- work</li> <li>- death</li> <li>- mobility</li> </ul> </li> </ul> <p>Select one from each category and indicate families ability to cope with change.</p>	<p>Video: Step Mum, Burning Bed &amp; Kramer v Kramer</p>



			<p>Case Study</p> <ol style="list-style-type: none"> <li>1. <i>Own family</i> response to change</li> <li>2. <i>Other source</i> media/ experiences</li> </ol> <p><i>Role Changes</i></p> <p>Conduct a survey on roles performed in families. Indicate results</p> <p>Role changes</p> <ul style="list-style-type: none"> <li>● causes</li> <li>● role conflict</li> <li>● result of structural change</li> <li>● dual/career</li> </ul>	
--	--	--	--	--

## Preliminary Core: Families and Communities

Outcomes	Students learn about:	Students learn to:	Teaching Strategies	Resources
P1.2 P2.4	<p><b>Change in families</b></p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><b>Teacher note:</b> Students are not required to gain a detailed understanding of the intricacies of the FAAR model. The intent is for students to examine how the model supports the family life cycle in responding to unplanned change.</p> </div> <p><b>Models</b></p> <ul style="list-style-type: none"> <li>● family life cycle <ul style="list-style-type: none"> <li>– beginning</li> <li>– expanding</li> <li>– contracting</li> </ul> </li> <li>● Family Adaptation and Adjustment Response (FAAR)</li> </ul> <p>Lifespan development</p> <p><b>Stages of the lifespan</b></p> <ul style="list-style-type: none"> <li>● pregnancy</li> <li>● infancy</li> <li>● childhood</li> <li>● adolescence</li> <li>● young adulthood</li> <li>● middle adulthood</li> <li>● the aged</li> </ul> <p><b>child development</b></p> <ul style="list-style-type: none"> <li>● physical</li> <li>● intellectual/cognitive</li> <li>● social</li> <li>● emotional</li> <li>● cultural</li> <li>● spiritual</li> <li>● differences in children's development</li> </ul>	<ul style="list-style-type: none"> <li>● assess the appropriateness of both models in the context of modern society</li> <li>● analyse the needs that are of greatest significance to the individual at each stage of the lifespan</li> <li>● use observational skills in order to determine and describe the level of development displayed by a child at play</li> </ul>	<p>Case study. Film/Video Review Evaluate segment of 'Soapies' ie. Party of 5, Neighbours and review how they use FAAR model to adopt to changes.</p> <p>Essay 'The Family life .....model is obsolete'. Discuss.</p> <ul style="list-style-type: none"> <li>● revise needs – physical, psychological and social</li> <li>● Relate to specific stages.</li> </ul> <p>Assessment task (individual)</p> <ul style="list-style-type: none"> <li>● Select <i>one</i> stage of the lifespan and analyse specific needs. Submit written report – present summary of findings.</li> <li>● Indicate the implications if these needs are not met on an individuals well being; ie. Pregnancy – FAS (alcohol consumption)</li> </ul> <p>Specific child development and major milestones—video-child development</p> <p>Observation of childcare centre.—excursion analyse effectiveness of Centres policy and Mission Statement</p> <p>Experimentation of centre —importance of play</p>	<p>Riddell 'Human Development in Australian family</p> <p>O.B.O.S. Website</p> <p>Child Development Text Books</p> <p>Video: Child Development Play</p>



			<p>Observation of development differences</p> <p>Design an activity for accomplishment of a specific child development task; ie</p> <ul style="list-style-type: none"> <li>● physical accomplishment: game intellectual stimulation</li> <li>● infant-toy spiritual: childhood activity sense of religious dimension</li> <li>● cultural: multicultural game/dance</li> </ul>	<p>Video: Buying Toys ABC</p>
--	--	--	---	-------------------------------





Outcomes	Students learn about:	Students learn to:	Teaching Strategies	Resources
P1.1 P1.2 P3.1 P4.1 P4.2	<p><b>Change in communities</b></p> <ul style="list-style-type: none"> <li>● definitions</li> </ul> <p><i>Exploring the emergence of communities</i></p> <ul style="list-style-type: none"> <li>● geographic reasons</li> <li>● interest-based</li> <li>● other</li> <li>● contribution of different groups to communities, eg family</li> </ul> <p><i>Levels of community organisation</i></p> <ul style="list-style-type: none"> <li>● local</li> <li>● state</li> <li>● national</li> <li>● global</li> </ul>	<ul style="list-style-type: none"> <li>● analyse ways that communities can meet the needs of people from local to global level, eg education, health</li> </ul>	<ul style="list-style-type: none"> <li>– Definitions</li> <li>– Historical review of Australia's development</li> <li>– Town/suburb/city emergence (include cultural heritage)</li> <li>– Survey town/suburb attributes</li> <li>– Discussion of these attributes and success in meeting local needs ie, youth, aged</li> </ul> <p><i>Levels of organisation</i></p> <ul style="list-style-type: none"> <li>● local interview local councillors <ul style="list-style-type: none"> <li>–how does local government meet needs of the population</li> </ul> </li> <li>● state <ul style="list-style-type: none"> <li>–analysis of last budget at meeting the needs of individual/families/ specific groups</li> </ul> </li> <li>● national <ul style="list-style-type: none"> <li>–debate 'which form of government suits the needs of the Australian Population Republic or Monarchy</li> </ul> </li> <li>● global <ul style="list-style-type: none"> <li>–prepare a research document on a global issue; ie. <ul style="list-style-type: none"> <li>– world debt</li> <li>– development</li> <li>– multinationals</li> </ul> </li> </ul> </li> </ul> <p>and analyse impact on communities</p>	<p>Local Council</p> <p>S.M.H.</p> <p>Vertical Files</p>

Outcomes	Students learn about:	Students learn to:	Teaching Strategies	Resources
P1.2 P6.1 P1.2 P4.1 P4.2 P2.2	<p><b>decision-making in communities</b></p> <ul style="list-style-type: none"> <li>● processes <ul style="list-style-type: none"> <li>–arbitration</li> <li>–consensus</li> <li>–election/voting</li> <li>–referendum</li> </ul> </li> <li>● role of individual, small groups and large groups</li> <li>● influences on decision-making <ul style="list-style-type: none"> <li>–legislative</li> <li>–environmental</li> <li>–lobbying</li> </ul> </li> </ul> <p><b>changing-nature of communities</b></p> <ul style="list-style-type: none"> <li>● causes of change <ul style="list-style-type: none"> <li>–work and employment patterns</li> <li>–trauma/crisis</li> <li>–demographics</li> </ul> </li> <li>● impacts of change (positive and negative)</li> </ul> <p><b>support networks</b></p> <ul style="list-style-type: none"> <li>● formal</li> <li>● informal</li> <li>● access and availability for different families</li> </ul>	<ul style="list-style-type: none"> <li>● explore the processes employed to make decisions in the community, eg local council meeting, resident management groups, tribunal, lobbying</li> <li>● examine a local community decision by identifying the roles of individuals and groups, the factors influencing the decision-making process, the methods employed to make the decisions and the outcomes of the decision</li> <li>● analyse a community that has experienced change and assess the impact of change on that community</li> <li>● identify some of the support networks and the degree of access and availability for different families in their community</li> </ul>	<p>Analyse decision making in the school community at various levels</p> <p>Guest speaker from a community group in rotary or local government to outline decision making policies</p> <p>Class project</p> <ul style="list-style-type: none"> <li>● student's to simulate an activity or design a specific project to benefit a group ie classroom, childcare centre, aged using the decision making process, examine roles, factors and outcomes. Evaluate project: <ul style="list-style-type: none"> <li>–Impact of change (positive and negative)</li> <li>–Review a community that has experienced change ie <ul style="list-style-type: none"> <li>–work: coal mines</li> <li>–trauma: Port Arthur/ Threadbo</li> <li>–demographics: country town</li> </ul> </li> <li>- analyse the information and impact on the community</li> </ul> </li> </ul> <p>Research formal support networks in the community.</p> <p>Survey informal networks used by families on a class basis.</p>	<p>Life Management Studies 1</p> <p>Newspaper Article</p>



	<p><b>questionnaire as a research method</b></p> <ul style="list-style-type: none"> <li>• constructing and conducting</li> <li>• advantages and disadvantages</li> </ul>	<ul style="list-style-type: none"> <li>• use a questionnaire method of research to investigate the support networks that are utilised by families in your local community</li> </ul>	<p>Select one group with special needs in the community based organisation that provides support for this group ie nursing mothers association/starlight foundation</p> <p>Prepare a Case Study</p> <ul style="list-style-type: none"> <li>• identify needs of group</li> <li>• method of informing community of its function</li> <li>• roles of organisation</li> <li>• benefits</li> <li>• methods of funding</li> </ul> <p>Questionnaire local families with a 'location grid' of support networks. Prepare questions to investigate access or use.</p> <p>Essay</p>	
--	--	--	--	--