

Content: Community and Family Studies Stage 6 Preliminary Course

Preliminary Core: Resource Management

This module emphasises the fundamental importance of the skill of resource management in the satisfaction of an individual's needs. The concepts of wellbeing, needs and wants, resources, values and standards, goal setting, communication, decision-making and management processes explored in this module form the basis of study throughout the course.

Students investigate interpersonal relationships and wellbeing throughout the lifespan and their contribution to personal growth and empowerment to function effectively in a range of lifestyle settings.

Students apply the knowledge, understanding and skills developed in this module, to practical situations in a variety of personal, family and community contexts.

This module provides introductory research experience in the design and conduct of an interview.

Module Focus

- Basic concepts of resource management
- Communication
- Decision making
- Management Processes

Time Allocation – Total Course Time = 28 weeks

- Resource Management - 20% of course time - 6 weeks
- Individuals and Groups - 40% of course time - 11 weeks
- Families and Communities - 40% course time - 11 weeks

(Three terms for Preliminary Course - Working on 30 weeks, allowing 2 weeks out for examinations - half yearly and preliminary exam)

Objective of Module – Students will develop:

1. Knowledge and understanding about resource management and its role in ensuring individual, group, family and community wellbeing.



Resource Management - 20% of course time - 6 weeks

| Week | Outcomes | Students learn about | Students learn to | Resources | Assessment/ Evaluation | Reg |
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| 1 | | Basic concepts of resource management <i>Wellbeing</i> <ul style="list-style-type: none"> ● physical ● sociomotional ● spiritual ● economic ● political <i>needs and wants</i> <ul style="list-style-type: none"> ● difference between needs and wants ● classifications of needs <ul style="list-style-type: none"> – primary, secondary – physical, social, – emotional, cultural, – spiritual – Maslow's hierarchy | <ul style="list-style-type: none"> ● examine the range of factors that can impact on wellbeing in order to develop a holistic definition of the term ● compare the effectiveness of Maslow's heirachy with other classifications listed ● examine the significance of gender on satisfying needs and wants | <u>Life Management- Individuals, Families and Groups</u> W. Aspin. P. 11, 86-104 <u>Studies in Life Management</u> Turnbull, Chapman, Czajkowski, Martin P.18, 121-2, 174-7 "LM"- P. 2-3, 200, 184, 209 "SiLM" P. 86-91 <u>Individuals Family and Management -</u> LJAspin P. 10-18, 31 "LM"—P. 16-34 "SiLM"—P. 18, 57-63 1 52-1 61, 1 84-7, 208-9, 33-9, 9 "I F&M" - P43-50 | <ul style="list-style-type: none"> ● Brainstorm student's knowledge of individual well being. ● Short response questions on needs classifications, significance of gender, definitions. ● Short responses on resource classifications. ● Essay on the effect of different resources for individuals and groups. Eg Discuss the impact that age and disability may have on resource management of the senior citizen | |
| 2 | P1.2 proposes effective solutions to resource problems | <i>resources</i> <ul style="list-style-type: none"> ● classification of resources <ul style="list-style-type: none"> – economic and non-economic – human and non-human – formal and informal ● nature of resources <ul style="list-style-type: none"> – finite and infinite – renewable and non-renewable ● influences on availability of, and access to, resources <ul style="list-style-type: none"> – age – disability – education – ethnicity/culture – gender – geographic location – socioeconomic status ● interchangeability and sustainability of resources | <ul style="list-style-type: none"> ● distinguish between different classifications of resources ● analyse the influences on the availability of, and access to, resources for individuals and groups | | | |

| Week | Outcomes | Students learn about | Students learn to | Resources | Assessment/ Evaluation | Reg |
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| 3 | P1.1 describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals | <p><i>Values and standards</i></p> <ul style="list-style-type: none"> ● interrelationship of values and standards ● personal nature of values ● potential for conflicting values <p><i>goals</i></p> <ul style="list-style-type: none"> ● classification of goals <ul style="list-style-type: none"> – short-term, intermediate, – long-term – individual and group – community and global <p>Communication</p> <p><i>Types of communication</i></p> <ul style="list-style-type: none"> ● verbal and non-verbal ● assertive, aggressive, passive <p><i>achieving effective communication</i></p> <ul style="list-style-type: none"> ● characteristics of effective communication ● characteristics of ineffective communication ● barriers to communication ● managing barriers to communication <p><i>communication in relationships</i></p> <ul style="list-style-type: none"> ● Levels of communication ● disclosure, trust and bonding ● interpersonal communication ● building and maintaining relationships through communication | <ul style="list-style-type: none"> ● analyse how femininity and masculinity shape values and standards ● decode media messages, conversations, community practices, policies and rules to determine the values embedded within them ● prepare strategic plans that incorporate short, intermediate and long term goals that are realistic and achievable ● analyse their own verbal and non-verbal communication and suggest ways in which they can improve their skills ● examine how their ideas about being female or male influence their attempts to communicate effectively ● identify and employ technologies as a method of communication ● analyse the effectiveness of relationships in terms of the level of disclosure, trust and bonding ● evaluate the level of interpersonal skill demonstrated by different individuals and groups. Explain why there is variance in interpersonal skill from person to person and group to group | <p>USiLM" - P7-8 232 "LM" - P50-62, 72, 132, 223-4 UIF&M"- P32-9,22-3</p> <p>"LM" - P26-48, 60 usjLM.._ p3 7 UIF&M"- P20-8</p> <p>"LM"—P132-149 "SiLM"- P158,168, 170, 291-3 "IF&M"- P79-92</p> | <ul style="list-style-type: none"> ● Short response questions on values, standards, personal nature of standards and potential for conflicting values. ● Brainstorm community mores. ● Essay on goals that are achievable for the student. | |
| 4 | P3.2 analyses the significance of gender in defining roles and relationships | | | | | |
| | P4.1 utilises research methodology appropriate to the study of social issues | | | | | |
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| <p>6</p> | <p>P5.1 applies management processes to maximise the efficient use of resources</p> <p>P6.1 distinguishes those actions that enhance wellbeing.</p> | <p><i>interviews as a research method</i></p> <ul style="list-style-type: none"> ● structured and unstructured ● advantages and disadvantages ● constructing, conducting, recording responses ● presenting results <p>Decision-making <i>as a process</i></p> <ul style="list-style-type: none"> ● stages/steps <ul style="list-style-type: none"> – analysing the problem – investigating the alternatives and their consequences – choosing and implementing an alternative – evaluating the outcome ● simple and complex problems <p><i>decision-making styles</i></p> <ul style="list-style-type: none"> ● impulsive ● intuitive ● hesitant ● confident ● rational <p><i>factors influencing decision making</i></p> <ul style="list-style-type: none"> ● access to resources ● complexity of the problem ● past experiences and personal values <p><i>responsibility for decisions</i></p> <ul style="list-style-type: none"> ● individual ● group ● community | <ul style="list-style-type: none"> ● select and utilise effective verbal and non verbal communication skills by conducting a simple interview ● use computer applications to present responses to an interview <ul style="list-style-type: none"> ● apply the decision making process to a range of contemporary and personal practical problems and analyse the decision in terms of: <ul style="list-style-type: none"> – the style(s) employed – the resources used – complexity – effectiveness ● explore the impact of gendered expectations on decision-making ● identify the style they employed in making a recent significant decision, eg selecting subjects for senior school ● assess how each factor contributes to the decisions people make ● analyse the degree to which sociocultural background influences one's autonomy in decision-making ● analyse how decision making may vary as the focus shifts from a personal level to community level | <p>"LM"- P318-321, 323-24 "SiLM" - P22-23</p> <p>"LM"- P65-83 "SiLM" - P11-13, 61-2, 174, 202</p> | <ul style="list-style-type: none"> ● Observation of male and female communication patterns in different years in school eg Yr 7 and Yr 11. (Non-participant observation). ● Short responses on effective and ineffective communication. Reasons for variance. ● Decision making Case Study. ● Brainstorming on styles, factors influencing and responsibility for decisions. | |
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| | | <p>management models <i>management models</i></p> <ul style="list-style-type: none"> ● planning, organising, implementing and evaluating ● plan, do, check, act ● total quality management <p><i>applying management skills in different contexts</i></p> <ul style="list-style-type: none"> ● individual ● peers ● family ● school ● work ● community | <ul style="list-style-type: none"> ● compare and contrast management processes and their applications in practical settings ● examine the relationship between effective decision-making and good management ● apply management skills to design strategies for life situations, eg seeking employment, study habits ● analyse how effective management leads to positive interpersonal relationships in different contexts | <p>"LM" - P2-5, 1 0-1 1,16 34, 41-4 "SiLM" - P2, 5, 14-17, 205-7, 315, 319</p> | <ul style="list-style-type: none"> ● Test on management models. ● <i>Assessment Task-</i> in class essay. Analyse how effective management of an individuals resources can lead to positive well-being. | |
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Suggested Additional Resources for Course

- "Hers and His" - Gender Roles in Australia. Richard Linden. Reed Library Cardigan Street.
- "Issues for the Nineties" - "A Man's World" - Vol. 34 The Spinney Press, Australia.
- "Issues for the Nineties" - "Conflict Resolution" - Vol. 42 The Spinney Press, Australia.
- "Girls Talk" - M. Pallotta - Chiarolli. Finch Publishing Sydney.
- "From Surviving to Thriving" - Promoting Mental Health in Young People Andrew Fuller. ACER Press.
- "Teen Esteem" - A self-direction Manual for Young Adults - Palmer and Frochner. Impact Publishers. PO Box 1094. San Luis Obispo, California 93406.
- "Working Together" - Dr Bob Montgomery. A practical guide to collaborative decision making. Nelson Publishers, Melbourne.
- "Fire in the Belly" - on being a man. Sam Keen Bantam Books, Sydney.
- "Raising Girls" - the pleasures, the perils, the pitfalls. Irwin, de Uries, Wilson. Pandanus press, Brisbane.
- "Focus on Australian Society"- L. J. Aspin Longman Cheshire, Melbourne. The Communication Skills Series
- "Negotiation Skills" - B. Eunson. John Wiley and Sons, Brisbane.
- "Issues Facing Australian Families" - Batten, Weeks, Wilson Longman Cheshire, Melbourne.
- "Society and Change"- Furze and Stafford MacMillan Education, Melbourne.