

Sample program

The following program does not represent exemplar programs in Community and Family Studies (CAFS). It has been developed by teachers to provide a starting point for teachers of the HSC course in CAFS.

Community and Family Studies

HSC Core: Parenting and caring

Duration: 8.5 weeks

Outcomes

A student:

- H1.1 analyses the effect of resource management on the wellbeing of individuals, groups, families and communities
- H2.1 analyses different approaches to parenting and caring relationships
- H2.2 evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities
- H2.3 critically examines how individual rights and responsibilities in various environments contribute to wellbeing
- H3.2 evaluates networks available to individuals, groups and families within communities
- H3.4 critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities
- H5.1 proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources
- H5.2 develops strategies for managing multiple roles and demands of family, work and other environments
- H6.1 analyses how the empowerment of women and men influences the way they function within society.

Resources:

- Minett, P. & Gunstone, H. (1987). *Child Care and Development*. Melbourne: Longman Cheshire. ISBN 05828736568.
- White, D. & Woollett, A. *Families: A context for development*. London; New York: Falmer, 1992. Ch 2
- Australian Institute of Family Studies. *Work and family: An important business*. Family Matters.
- Riddell, R. (1987). *Family studies*. Melbourne: Longman Cheshire.
- Stewart, J. Doherty, F. Stallard, R. & Stuart, R. (1996). *Life Management Studies 2*. Port Melbourne: Rigby Heinemann. ISBN 085859823X.
- Turnbull, M-C., Chapmen, S., Czajowski, R. & Martin, S. (1996). *Studies in Life Management*. Milton, Qld: Jacaranda Wiley. ISBN 0701632712
- Hart, Louise. (1989). *The winning family: Increasing self-esteem in your children and yourself*. Milsons Point, N.S.W.: Hutchinson Australia.
- Larson, J., Snaith, J. & Spooner, C. (1990) *Parenting*, Longman Cheshire, Melbourne. ISBN 0582663997
- Dunshea, C. (1996). *The Family: Contemporary Issues*. Port Melbourne: Rigby Heinemann. ISBN 0858599376
- Department of Community Services. Parenting magazines: *The most important job in the world*; *Caring for babies and toddlers (0-5yrs)*; *Caring for children (6-12yrs)*; *The teenage years (13-18yrs)*.

www.community.nsw.gov.au/document/parent/title.htm

www.facs.gov.au/disability/ood/carers_guide.pdf

www.carernsw.asn.au

www.communitynsw.gov.au.

www.ccrac.org.au/community/aboutdir.asp

www.cyh.com.au

http://www.fcs.wa.gov.au/content/parenting_information/tips/default.htm

www.wyongsc.nsw.gov.au

www.gosford.nsw.gov.au

	Students learn about:	Students learn to:	Teaching/learning strategies	Resources
H3.4 H6.1	<p>becoming parents and carers</p> <p><i>biological parents</i></p> <ul style="list-style-type: none"> • pregnancy <ul style="list-style-type: none"> – planned – unplanned • IVF and GIFT <p><i>social parents</i></p> <ul style="list-style-type: none"> • adoption • fostering • step-parenting • surrogacy 	<ul style="list-style-type: none"> • examine what it means to be a parent, either biological or social, for both females and males • examine the legal and social implications of birth technologies and social parenting 	<ul style="list-style-type: none"> • Write a job description for a parent. Compile a list of qualities of a good parent or carer. Discuss the influence of gender, if any, on responsibilities and characteristics. • Conduct interviews with parents about what it means to be a parent. Share findings. Compare and contrast the findings for males and females. • Research assisted reproductive technologies i.e. IVF and GIFT using the Internet. • In small groups, research a type of biological or social parent. Report back to the class. Give a definition, description of situations and reasons for becoming this type of parent, rights and responsibilities, related laws, and the impacts (+ve, -ve) on the family. • Develop an information profile for each type of parent. Allocate roles to class members using De Bono's 6 hats. Discuss each type of parenting, advantages and disadvantages, issues and concerns. Debrief by asking students to share the role they played. Discuss how effective this activity was to understand each type of parenting. 	<p>Stewart et al. <i>Life Management Studies 2</i> p. 313, p. 399.</p> <p>Turnbull, M-C et al. <i>Studies in Life Management</i>. p. 270.</p> <p>Use a search engine to find web sites. Examples of web sites for reproductive technologies include:</p> <ul style="list-style-type: none"> • http://members.aol.com/fertilmd/art.html • www.iop.com/~poetsrx/art/gift.html • www.ivf.com/fert.html

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	<p><i>carer relationships</i></p> <ul style="list-style-type: none"> voluntary paid 	<ul style="list-style-type: none"> discuss the variety of circumstances that might lead to an individual requiring care and assess the implications for planned and unplanned circumstances investigate the significance of gender in carer relationships 	<ul style="list-style-type: none"> Define the term carer and explore the differences between voluntary and paid. Invite sharing of situations where students know about “carers” or require a “carer”. Set down discussion rules. Encourage the students to not use names and protect the privacy of others. e.g. I know this person ...or I know someone who.... Explore web sites for information about caring. For example, myths and realities about caring, paid v’s unpaid carers. Discuss the support available to carers. What determines eligibility for payment? In pairs identify the potential consequences (both positive and negative) of becoming a carer. Consider the factors that would have an influence on a decision to become or not to become a carer. Is this always a choice? Read case studies (e.g. p.313 Life Management Studies). Discuss circumstances leading to becoming a carer, the impacts on lifestyle, family and personal wellbeing. Develop mindmaps to summarise findings about issues related to carers. For example: <ul style="list-style-type: none"> Who becomes a carer? Why? Is gender significant when choosing a carer or being cared for? How? 	<ul style="list-style-type: none"> www.carernsw.asn.au <p><i>Family Matters</i>, No, 47.</p> <p>Examples:</p> <ul style="list-style-type: none"> www.carernsw.asn.au www.facs.gov.au/disability/ood/carers_guid_e.pdf <p>Examples of articles include:</p> <p>“I can’t care for you mum”, Daily Telegraph pp. 1-2, Tuesday, November 21 2000.</p> <p>“Our granny from hell”, Daily Telegraph p. 25, Wednesday, November 22, 2000.</p> <p>Editorial: “Family values in age of reality”, Daily Telegraph p. 30, Wednesday, November 22, 2000.</p>

	Students learn about:	Students learn to:	Teaching / learning strategies	Resources
H1.1 H2.1 H5.1	<p>managing parenting and caring responsibilities <i>preparations for becoming a parent or carer</i></p> <ul style="list-style-type: none"> physical — prenatal considerations for parent and child health social changes parents and carers may have to make emotional preparations for the new relationships economic 	<ul style="list-style-type: none"> examine current and future areas for development necessary as a consequence of becoming a parent or carer 	<ul style="list-style-type: none"> What are the implications of the caring role for the individual, the carer, the family? Discuss societal expectations and values about caring for family. Use newspaper articles as a stimulus. Invite guest speakers to discuss the role of parents or carers e.g. midwife or community nurse. Discussion could include: <ul style="list-style-type: none"> preparing for pregnancy qualities in a good parent or carer highs and lows of the role obligations and responsibilities of parenthood or as a carer changes to roles within the family impacts on socialising, finances and emotions. Obtain a copy of a course or design a course focussing on parenting skills. Analyse the course in terms of preparation for parenting, skills needed to be developed etc. Design a parenting or carers brochure. Include information that would assist in the preparation for becoming a parent or carer. Discuss the potential consequences of parenting, both positive and negative. Consider the factors that would have the greatest influence on your decision to have or not to have a baby. 	<p><i>Parenting</i>, Larson, J., Snaith, J. & Spooner, C. (1990).</p> <p>Video: <i>Parenting</i> (1995). Video Education Australia.</p> <p><i>Life Management Studies</i> 2. p. 306, p. 326.</p> <p><i>Studies in Life Management</i>. p. 290.</p> <p><i>Child Care and Development</i>. p. 8.</p> <p><i>Families : A context for development</i>. Ch 2.</p>

	Students learn about:	Students learn to:	Teaching / learning strategies	Resources
	<p><i>factors influencing resource management in the caring relationship</i></p> <ul style="list-style-type: none"> • dependents affected by the caring relationship <ul style="list-style-type: none"> – age – skills – capabilities – special needs • resources <ul style="list-style-type: none"> – time – energy – finances – housing <p>access to services</p>	<ul style="list-style-type: none"> • examine how effective resource management impacts on parenting and caring and propose strategies for parents and carers in different situations 	<ul style="list-style-type: none"> • Present scenarios of couples in different circumstances, e.g. recently married, large mortgage, early twenties; defacto, renting and both working. Is this an ideal time to become parents? Is there an ideal time to become parent? What factors may indicate the timing is right or not right? • Examine case studies and identify resource management issues. Complete related questions. • In small groups, brainstorm resources available to parents and carers or which influence caring relationships. List on post-it-notes. Group and label each group. • Develop a concept map of factors influencing resource management and examples of their importance in a caring relationship e.g. Discuss the importance of being able to access services. • Develop scenarios that highlight the use of resources in families, and factors that influence the ability of parents and carers to manage resources. Propose strategies to improve or manage the situation. Share. • Working in groups, research one resource and explain how it may impact on caring relationships i.e. partners or families. For example: finances and financial management and planning, use scarce finances, effect of unemployment, financial commitments, effects on relationships 	<p><i>Life Management Studies 2.</i> p.347.</p> <p><i>Studies in Life Management.</i> p.295.</p> <p><i>Families: a context for development.</i> p. 253.</p> <p><i>Parenting</i></p> <p><i>Family Matters, No. 52.</i></p> <ul style="list-style-type: none"> • www.fcs.wa.gov.au/parenting/tips/default.htm

	Students learn about:	Students learn to:	Teaching/learning strategies	Resources
H2.1 H2.2 H2.3 H5.2 H6.1	<p>parenting and caring relationships</p> <p><i>roles in parenting and caring</i></p> <ul style="list-style-type: none"> • individuals and groups who adopt roles • parent/s including foster, adoptive and non-custodial <ul style="list-style-type: none"> – grandparents – relatives, including siblings – teachers – paid carers • significant others, eg doctors, social workers, neighbours, friends <ul style="list-style-type: none"> • role expectations of parents and carers 	<ul style="list-style-type: none"> • investigate the impact each group may have on the individual for whom they care <ul style="list-style-type: none"> • critically analyse expectations of males and females in parenting and caring roles in a changing society 	<ul style="list-style-type: none"> • Develop a fishbone diagram to show who adopts roles, when and where they adopt roles, what sorts of roles where, how they adopt roles and qualities of individuals and groups who adopt parenting and caring roles. • Use a target with three zones or concentric circles. Ask the students to identify people who have roles in parenting and caring. Place those that have the most significant impact on the development of the individual in the centre circle, and the least significant on the outside. Justify the placement. Recall how these people may have had a role in parenting or caring. • Role-play parenting and caring roles of the past, present and future. Compare parenting and caring roles, and the impact of gender on their roles and expectations about roles. Debrief. <ul style="list-style-type: none"> – Have societal expectations of males and females in parenting and caring roles changed? – Have the expectations of females and males in parenting and caring changed? • Critique the article: “Women's satisfaction with the domestic division of labour” from <i>Family matters</i> No. 47. 	<p><i>Life Management Studies 2.</i> pp. 322-3.</p> <p><i>Studies in Life Management.</i> p. 295.</p> <p><i>Childcare & Development.</i> p. 253.</p> <p><i>Family Matters</i>, No. 46.</p> <p><i>Parenting</i></p>

	Students learn about:	Students learn to:	Teaching/learning strategies	Resources
	<p><i>factors influencing parenting and caring relationships</i></p> <ul style="list-style-type: none"> • age • culture and religion • education • gender • previous experiences/own upbringing • socioeconomic status • media • nature of relationship • style of parenting <ul style="list-style-type: none"> – authoritarian – democratic – permissive/indulgent – negligent 	<ul style="list-style-type: none"> • examine each influence to determine its effect on parenting and caring relationships • explore the role they play when developing a positive relationship in: <ul style="list-style-type: none"> – caring for someone else – being cared for 	<ul style="list-style-type: none"> • In large groups, place the words being a “carer” and “being cared for” on separate sheets of butchers paper. Explore elements that play a role in developing a positive relationship. • Interview parents and grandparents to identify specific examples of influential factors, and affect upon relationships. • Allocate one factor influencing parenting and caring relationships to a group or pair. Create a word wheel showing how this factor may influence parenting and caring relationships. Provide practical examples to explain the role they play when developing a positive relationship. • Read scenarios or role-play different styles of parenting. Evaluate their impact upon individual and family wellbeing. • Is a combination of parenting styles needed to be an effective parent? • Do some styles have some advantages or disadvantages compared to others? 	<p><i>Family matters</i>. “Women's satisfaction with the domestic division of labour”.</p> <ul style="list-style-type: none"> • www.aifs.org.au/institute/pubs/fm/fm47.htm <p><i>Life Management Studies</i> 2. pp. 317, 320, 337.</p> <p><i>Studies in Life Management</i>. P. 277, p. 288</p> <p><i>Family Matters</i>. No. 41 & 52</p>

	Students learn about:	Students learn to:	Teaching / learning strategies	Resources
	<ul style="list-style-type: none"> • special needs <ul style="list-style-type: none"> – illness – disability 	<ul style="list-style-type: none"> • analyse a range of family weekly schedules in order to determine the extent of commitment that parenting and caring requires 	<ul style="list-style-type: none"> • Develop a list of values statements about parenting and caring. Ask students to agree or disagree by choosing a position along a continuum from strongly agree to strongly disagree and must be prepared to give reasons for their position. Examples of statements could include: <ul style="list-style-type: none"> – All parents should attend a course before becoming parents. – Children need rules and regulations. – Children should be involved in decision-making in the family. – Parents should allocate chores to their children. • Carers deserve to be paid. • Maintain a diary of parenting/caring activities for their family. Present this as a “pie chart” or bar graph. Analyse results in terms of time spent on other activities. Discuss the meaning of and how to find a balance. How might this change in a family which has a family member with a disability? • Identify a specific illness or disability. Suggest how this may effect the time spent on activities in parenting and caring. Evaluate and discuss. Redraw the pie chart to show this representation. 	<p><i>The winning family: Increasing self-esteem in your children and yourself.</i> Hart, L. (1989).</p>

	Students learn about:	Students learn to:	Teaching/learning strategies	Resources
	<ul style="list-style-type: none"> • multiple role expectations as a result of commitments to: <ul style="list-style-type: none"> • family • work • sport/leisure • other <p><i>rights and responsibilities in parenting and caring</i></p> <ul style="list-style-type: none"> • rights <ul style="list-style-type: none"> – parents and carers – children – other persons in care • responsibilities <ul style="list-style-type: none"> – parents and carers (duty of care, setting limits, discipline) – children (towards parents and other family members) • sources of conflict between parents and children, carers and cared for 	<ul style="list-style-type: none"> • examine a number of case studies to determine how parents and carers manage their multiple roles. Propose strategies to assist parents and carers with this management • analyse the rights and responsibilities of parents, carers, children and other persons in care to determine areas where tension or conflict might exist • investigate the implications of cultural and gender differences in setting limits • recognise the differences that may exist between the rights and responsibilities of parents and those of carers in different situations 	<ul style="list-style-type: none"> • Discuss societal changes in relation to family, work, sport and leisure. How has this impacted on family relations? • Ask students to identify ways people manage to juggle family, work and play/recreation commitments. Share these with the class. Develop a list of strategies to assist parents and carers. • Discuss “quality time”, its meaning and simple ways to gain quality time in families or relationships. • Conduct a video analysis: e.g. <i>Three men & a baby</i>, <i>Nine months</i> and <i>Parenthood</i> to look at rights and responsibilities of parents and carers. • Identify the difference between a right and a responsibility. Provide examples of rights and responsibilities for each group. Develop a T-chart of what these look like and don't look like. • Debate the rights and responsibilities of parents and carers. What might be the result if responsibilities are not met by parents, carers or children? • Interview parents/carers and children to identify perceived rights & responsibilities, areas of conflict, strategies to manage conflict. • Examine case studies or review media articles, provide feedback through oral report to class. 	<p><i>Life Management Studies</i> 2. p. 96, p. 123. <i>Family Matters</i>. No. 41.</p> <p><i>Life Management Studies</i> 2. p 336.</p> <p><i>Studies in Life Management</i>. p 286, 295.</p> <p><i>Parenting</i>. p. 70.</p> <p><i>Childcare & Development</i>. p. 134.</p> <p><i>Family Studies</i>. p 151, p. 127. <i>Family Matters</i> No. 38 & 45.</p> <ul style="list-style-type: none"> • www.cyh.com.au <p>Family and community Services web site, <i>Parenting tips</i>.</p> <ul style="list-style-type: none"> • www.fcs.wa.gov.au/content/parenting_information/tips/

	Students learn about:	Students learn to:	Teaching/learning strategies	Resources
	<p>support for parents and carers</p> <ul style="list-style-type: none"> • health services • welfare agencies • parenting groups • community groups • government agencies • childcare services • carers' support groups 	<ul style="list-style-type: none"> • Investigate a support service available for parents and carers in the local community. This study should identify: <ul style="list-style-type: none"> – the target group for the service – how the service is accessed – the cost of accessing the service – the source of funding 	<ul style="list-style-type: none"> • Examine the <i>Convention on the Rights of the Child</i>. What is this convention and why is it needed? • Using the <i>Convention</i> information, Discuss the rights of children to: basic health and welfare, education, leisure and cultural activities, special protection and the rights of children and their families. • Use a phone book or conduct an Internet search for support services/ agencies/ groups, then evaluate these services. Develop a summary of services, the type of support they offer to parents and carers, the target group, cost and how the service is accessed. • Research one support service. Present information as an advertisement for a community publication or a pamphlet. Present the advertisements for display. 	<ul style="list-style-type: none"> • www.unicef.org • www.unicef.org/CRCpamphlet/pamphlet.pdf <p><i>Life Management Studies</i> 2. p. 347. <i>Studies in Life Management</i>. p. 297. <i>Childcare & Development</i>. p. 247. <i>Family Matters</i>. No. 34.</p> <p>Web sites:</p> <ul style="list-style-type: none"> • www.ccrac.org.au/community/aboutdir.asp • www.add.nsw.gov.au/sis.htm • www.cota.org.au • www.wyongsc.nsw.gov.au • www.gosford.nsw.gov.au