

INTRODUCTORY MODULE

Time Frame Allotted - 1/6 year (9 hours)

Rationale

The home economics program at the intermediate level is the first formal exposure to this field of study for students in Newfoundland and Labrador. Because students lack prior educational experience in this area it is important to have a module that presents an overview of the scope and dimensions of home economics and introduces students to basic principles that apply in all areas of the subject.

The intent is to promote an awareness of the concepts that are fundamental to home economics. These concepts include needs, wants, goals, principles, resources, management, self-awareness, decision making and families. The concepts are studied independently so that the student develops basic familiarity with them; the interrelationships among the concepts are also considered to show how they affect family relationships and quality of life in a significant way.

The basic concepts introduced are an integral part of, and provide an underlying direction for the modules that follow. They shape a common framework for approaching the perennial challenges of daily living as they relate to food, clothing, shelter, child care, management, consumerism, and family relationships. The module aims to help students assimilate and apply this conceptual framework in an attempt to influence the quality of their lives as individuals and as family members. In addition, the knowledge, awareness, attitudes, and thinking skills this module attempts to develop helps prepare young people for their futures as independent persons with leading roles in their own households.

The suggested approaches and strategies aim to engage students actively in the learning process. Activities are designed to encourage and promote critical and creative thinking, to develop self-awareness and positive self-concept, to promote group interaction skills, to promote wise use of resources, to enhance ability to set goals and to promote thoughtful and independent decision making. Through these processes and activities, the INTRODUCTORY module begins to empower students to act independently, thoughtfully, and resourcefully in meeting the demands and challenges of their everyday lives.

Introductory Module

Major Objectives	Learning Objectives
1. To develop an awareness of the many dimensions of home economics.	1.1 To identify the major areas of home economics. 1.2 To outline the topics generally studied within each area. 1.3 To define key terms that relate to all areas of home economics.
2. To consider the importance of the family as a social unit.	2.1 To identify the functions of families. 2.2 To consider factors that enable family members to get along well together. 2.3 To evaluate individual involvement and responsibility as a family member.
3. To develop an awareness of the needs and wants of families and an appreciation for the resources necessary to satisfy these.	3.1 To identify needs and to distinguish needs from wants. 3.2 To give examples of the resources used to satisfy needs. 3.3 To identify efficient and wasteful uses of resources.

Major Objectives	Learning Objectives
4. To increase self-awareness by exploring personal characteristics, principles, interests, talents, and skills.	4.1 To recognize personal characteristics, interests, talents and skills. 4.2 To propose and practise ways of strengthening self-concept. 4.3 To identify and rank personal principles. 4.4 To identify some personal goals and propose ways to achieve one of them.
5. To understand the decision-making model and apply it.	5.1 To give examples of ways that people make decisions. 5.2 To list factors that influence decision making. 5.3 To practise using the decision-making model in the areas of home economics.
6. To understand what constitutes quality of life for individuals and families.	6.1 To list some of the factors that contribute to quality of life. 6.2 To identify some of these factors in the lives of fictional characters or real people and describe how they relate to 'quality of life'.

Major Objective: **1. To develop an awareness of the many dimensions of home economics.**

Learning Objective: **1.1 To identify the major areas of home economics**

Related Content	Resources
1.1 Major subject areas in home economics: <ul style="list-style-type: none">- clothing and textiles- foods and nutrition- shelter and interior design- child care- families and relationships- consumerism	1.1 "The Sum of Its Parts", Teacher's Resource Package 1.1 Cover of <i>Creative Living</i> and table of contents of text.

Suggested Instructional Strategies and Learning Activities

1.1a INTRODUCTORY ACTIVITY:

As an introduction to home economics, read the story about the elephant and the blind men, titled "The Sum Of Its Parts", Teacher's Resource Package. Draw an analogy between this situation and people's perceptions of home economics - i.e., seeing only one or two parts (e.g., cooking and sewing) and assuming these represent the whole.

- 1.1b/ Use the cover of the text *Creative Living* and the table of contents to illustrate the 1.2a many dimensions of home economics. Have students relate the symbols and items on the cover to each facet of home economics.

Major Objective: **1. To develop an awareness of the many dimensions of home economics**

Learning Objective: **1.2 To outline the topics generally studied within each area.**

Related Content	Resources
<p>1.2 Outline the topics in each area of home economics. For example:</p> <p>a) clothing and textiles</p> <ul style="list-style-type: none">- choice/selection of clothing,- care/repair of clothing- construction <p>b) foods and nutrition</p> <ul style="list-style-type: none">- nutrition- preparation of food- selection & storage of food- meal planning <p>c) shelter and interior design</p> <ul style="list-style-type: none">- selection and care- organization- furnishing and decorating <p>d) child care</p> <ul style="list-style-type: none">- child development- parenting- discipline- safety <p>e) families and relationships</p> <ul style="list-style-type: none">- attitudes- communication- types and functions of families- functions of families- factors affecting families	<p>1.2 "Home Economics - Aiming for Quality of Life". Overhead Masters, Teacher's Resource Package.</p>

(con't - p. 9)

Suggested Instructional Strategies and Learning Activities

- 1.2a Refer to p.6
- 1.2b Present and discuss the model, "Home Economics - Aiming for a Quality of Life", Teacher's Resource Package, to explain the scope and dimensions of the field.

(NOTE: These sheets could be used in any situation [staff meetings, PTA meetings, etc.] that requires an explanation of Home Economics as a profession and a field of study.)

Major Objective: **1. To develop an awareness of the many dimensions of home economics**

Learning Objective: **1.2 To outline the topics generally studied within each area.**

Related Content	Resources
<hr/>	
1.2 f) consumerism	
- budgeting	
- comparison shopping	
- managing credit	
- making a complaint	
- investigative buying	
- rights and responsibilities of consumers	

Major Objective: **1. To develop an awareness of the many dimensions of home economics.**

Learning Objective: **1.3 To define key terms that relate to all areas of home economics.**

Related Content	Resources
1.3 Key Terms: <ul style="list-style-type: none">- wants- needs- principles- goals- managing- self-awareness- decision making- skills- resources	1.3 <i>Creative Living</i> , Chapter 4, Chapter 24, 25, glossary. 1.3 Activity sheet "Areas of Home Economics", Teacher's Resource Package.

Suggested Instructional Strategies and Learning Activities

- 1.3a To aid students' understanding of the model, have them look up these terms: wants, needs, principles, goals, managing, decision making, skills, resources, self-awareness.
- 1.3b Using pictures from magazines, have students create a bulletin board display showing the many facets of home economics. (Before class, locate some of the pictures that are more difficult to find.) Organize the display around the main areas of home economics and the underlying concepts shown on the outer rim of the model provided in *Home Economics - Aiming for a Quality of Life*, Teacher's Resource Package. Add labels to identify each area and its key aspects.
- 1.3c Collect magazine pictures showing people engaged in various activities and pictures that relate to everyday life. (e.g., interiors of houses, household equipment, food, clothing, etc.) Have students relate each picture to one or more of the areas of home economics. Follow with a discussion of some of the pictures using the following questions:
 - a) What want or need is represented? Explain.
 - b) Have decisions been made? What are they?
 - c) What resources have been used?
 - d) Has managing occurred?
 - e) What principles are shown by the choices that were made?

(To facilitate this discussion, you could use the activity sheet "Areas of Home Economics", Teacher's Resource Package.)

Major Objective: 2. To consider the importance of the family as a social unit.

Learning Objective: 2.1 To identify the functions of families.

Related Content	Resources
2.1 Definition of "Family".	2.1 <i>Creative Living</i> , Chapter 7.
2.1 Some of the functions of families: <ul style="list-style-type: none">- provide physical care- provide and share resources- provide for sexual expression and reproduction between adults- provide for socialization- teach cooperation- motivate and encourage members- provide for emotional, intellectual and spiritual development <p>(list may be lengthened as class contributes through discussion)</p>	2.1 <i>This is the Life</i> , Chapter 11. (additional reference that may be in your school)

Suggested Instructional Strategies and Learning Activities

- 2.1a Ask students to write paragraphs explaining what 'family' means to them. Follow with a class discussion to share ideas about the nature and types of families.
- 2.1b In small groups, discuss the question "Why are families important?"
- 2.1c Discuss briefly the functions of families.

Major Objective: **2. To consider the importance of the family as a social unit.**

Learning Objective: **2.2 To consider factors that enable family members to get along well together.**

Related Content	Resources
<p>2.2 Some factors that improve family relationships:</p> <ul style="list-style-type: none">- cooperation- communication- confidence- concern- commitment <p>(There are many others. Time does not permit discussion of all of them here.)</p>	<p>2.2 `Sharing Space' posters, J. Weston Walch</p> <p>2.2 Activity Sheet "Smooth Sailing on the "C's" of Family Life", Teacher's Resource Package.</p>

Suggested Instructional Strategies and Learning Objectives

- 2.2a If 'Sharing Space' posters are available, place these posters around the classroom. Have students select 3-5 posters expressing messages they would like to give to one or more family members and 3-5 posters expressing messages that they think other family members would like to tell them. As a follow-up, discuss behaviours and attitudes that help family members get along together.
- 2.2b Several factors that improve family relationships begin with the letter "C" (see list under Related Content). There are additional "C" words that improve family relationships. In small groups or as a class, have students brainstorm to add to the existing list. Students may also search the dictionary for more examples. (Examples: consideration, caring, compromise, companionship, compassion, control, cooking...)
- or**
- 2.2c Using the activity sheet "Smooth Sailing on the "C's" of Family Life, Teacher's Resource Package, have students locate "C" words and match them to their definitions.

- Major Objective:** **2. To consider the importance of the family as a social unit.**
- Learning Objective:** **2.3 To evaluate individual involvement and responsibility as a family member.**

Related Content	Resources
2.3 Personal experience and ideas.	2.3 Activity Sheet "Rate Yourself as a Family Member", Teacher's Resource Package. 2.3 Activity Sheet "Building Relationships Within The Family", Teacher's Resource Package.

Suggested Instructional Strategies and Learning Activities

2.3a As a way of having students think about their roles as family members, have them complete the activity sheet "Rate Yourself as a Family Member", Teacher's Resource Package. Continue by having students plan and carry out some action to improve family relationships. Use the activity sheet "Building Relationships Within the Family", Teacher's Resource Package, to organize and guide this project.

2.3b **ENRICHMENT ACTIVITY:**

Interview a person in your community who has lived in or is from another culture. Find out about family customs and practices in that culture.

Make a comparison to family life in Newfoundland. Describe the similarities and differences with respect to one or more of the following:

- | | |
|-----------------------------------------|-----------------------------------------------|
| - caring for children | - caring for the elderly |
| - purchasing and preparing food | - shelter and living space |
| - how a family obtains and spends money | - family members' rights and responsibilities |

Major Objective: **3. To develop an awareness of the needs and wants of families and an appreciation for the resources necessary to satisfy these.**

Learning Objective: **3.1 To identify needs and to distinguish needs from wants.**

Related Content	Resources
<p>3.1 Needs of family members:</p> <ul style="list-style-type: none">- food- clothing- shelter- security and safety- love and affection- mental stimulation- achievement- recognition- feeling of self-worth- health- cleanliness <p>(Some of these flow naturally from the functions of families.)</p> <p>Wants of family members:</p> <ul style="list-style-type: none">- sports equipment- stereo- television- vacation to tourist "hot spot" <p>(the list will vary and can be compiled from activity 3.1a)</p>	<p>3.1 <i>Creative Living</i>, pp. 19-20, 47, 57, 119-121, 137-138.</p>

Suggested Instructional Strategies and Learning Activities

3.1a Have students brainstorm a list of human needs. Look at the list and ask the following questions:

- ! Are all of these needs?
- ! Which could be classified as wants?
- ! What is the difference between a want and a need?
- ! Sort the list into needs and wants. Which list is easier to extend?

For further discussion:

- ! It is easy to confuse "wants" with "needs". We may think we "need" something, but it may really be a "want". Food is an everyday need, but extra desserts, cookies, soft drinks, ice cream cones, etc. are probably better classified as "wants" because they are rarely essential. Similarly, we need clothing, but luxury clothing items and numerous duplications of some items (e.g., several sweatshirts) represent wants rather than needs. The extras (wants) allow us to satisfy desires for things such as pleasure, variety, and status; principles influence our choices about those "extras". In general, wants are not essential but needs are essential.

3.1b Provide a variety of pictures representing items we see, buy, or use everyday. Have students sort the items into two groups, needs and wants. Then ask:

- ! What principle(s) might be important to the person choosing each item?
- ! What principle(s) might be important to a person who would not choose a particular item? (e.g. not choosing a fur coat, not choosing disposable diapers).
- ! What decisions were made in each of the situations represented in the pictures?

Major Objective: **3. To develop an awareness of the needs and wants of families and an appreciation for the resources necessary to satisfy these.**

Learning Objective: **3.2 To give examples of the resources used to satisfy needs.**

Related Content	Resources
<p>3.2 Some examples of resources are:</p> <ul style="list-style-type: none"> ! Time ! Money ! Human: <ul style="list-style-type: none"> - energy - knowledge - skills - imagination ! Community <ul style="list-style-type: none"> - businesses (shops, banks, theatres, etc.) - transportation systems -government services (schools, libraries, medical centres, social services, etc.) - churches ! Equipment/Possessions ! Natural (minerals, forests, animals, etc.) <p>Points to consider:</p> <p>Knowing ourselves (our wants, needs, principles, goals) can be helpful in guiding us to use our resources wisely.</p> <p>The decision-making process (covered in Objective 5) helps us make good choices which involve the wise use of resources.</p>	<p>3.2 <i>Creative Living</i>, Chapter 5.</p> <p>3.2 <i>Creative Living</i>, Chapters 25, 26, 27.</p> <p>3.2 "Resource Web", Teacher's Resource Package.</p> <p>3.2 Activity Sheet "Using My Resources", <i>Creative Living</i>, Teacher's Resource Book, p.50 #34.</p>

Suggested Instructional Strategies and Learning Activities

- 3.2a Keeping in mind the needs and wants discussed previously, have students identify some of the resources that are available for meeting needs. Discuss the importance of using resources wisely. Students could create a resource web, following a teacher demonstration and explanation of the activity (see "Resource Web", Teacher's Resource Package for example and explanation).
- 3.2b
 - i) Using food samples or examples of clothing as a focal point, have the class brainstorm a list of resources that have contributed to the production and use of the items displayed. [e.g., FOOD: farmland, machinery, fertilizer, seeds, animal feed, fuel, skills, human energy and knowledge, water, wages, transportation, factory equipment, engineers and designers, packages (trees, plastics, metals), retail outlets, workers, electricity, storage, time, home equipment, etc.]
 - ii) Sort the list into the main categories of resources: human, natural, possessions (tools/materials), community, time and money.
- 3.2c Have students consider this question: Taking needs and wants into consideration, what knowledge and skills can you acquire that will be resources for you and your family in the future?
- 3.2d To help students recognize the use of resources in dealing with day-to-day problems, have them complete the Activity Sheet "Using My Resources", *Creative Living*, Teacher's Resource Book.

Major Objective: **3. To develop an awareness of the needs and wants of families and an appreciation for the resources necessary to satisfy these.**

Learning Objective: **3.3 To identify efficient and wasteful uses of resources.**

Related Content	Resources
<p>3.3 Managing</p> <ul style="list-style-type: none"> - planning use of time, money, abilities, equipment, energy, and other resources, and guiding these plans to completion. <p>Efficient uses of resources: (examples will vary for each resource)</p> <ul style="list-style-type: none"> - saving vegetable scraps for compost - studying before class - making and following a schedule <p>Wasteful uses: (examples will vary for each resource)</p> <ul style="list-style-type: none"> - impulse buying - throwing away leftovers <p>The 3 R's for resource conservation:</p> <ol style="list-style-type: none"> 1. Reduce what you use (buy less) 2. Reuse what you already have 3. Recycle what you cannot reuse 	<p>3.3 "Piggy Bank and Time Robber", (drawings), Teacher's Resource Package.</p> <p>3.3 <i>Creative Living</i>, p. 187 "Teen Issue: The Time Bandits", .</p> <p>3.3 <i>Creative Living</i>, Chapter 24, 25, 26.</p>

Suggested Instructional Strategies and Learning Activities

- 3.3a Distribute, or have students make, two paper shapes (circles, squares, etc.) Ask each student to list one hint for using time well on one paper, and one bad habit that wastes time on the other. Use the shapes to create a bulletin board as follows:
- i) **Piggy Bank** labelled "Time Savers" and examples of how to use time well cascading into it.
 - ii) **Robber** labelled "Time Robber" and examples of time-wasting habits placed around the clock. Have students discuss how they can control their time or use it better.
(The drawings of the Bank and the Robber in the Teacher's Resource Package can be enlarged for display purposes.)
- 3.3b Display several examples of excessive packaging, unnecessary disposable items, etc. (see list below). Lead the class in a discussion of the following:
- i) What resources are used in producing each?
 - ii) What waste is involved in using the item once and throwing it out?
 - iii) How could the resources which were used to create each item be conserved?

Instead of Use drinking box - thermos plastic bags - cloth tote paper plates - reusables	Instead of Use styrofoam cup - mug paper towels - hand towel paper lunch bag - lunch box/sac
----------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------
 - iv) How can individuals and families apply the 3 R's for resource conservation?
- 3.3c In small groups of 3-4, have students
- i) give five examples to show how family members can use specific resources efficiently (e.g., money, time, energy, possessions, etc.)
 - ii) give five examples to show how resources are wasted or used up unnecessarily. In each case, what can individuals and family members do to change this?

Major Objective: **4. To increase self-awareness by exploring personal characteristics, principles, interests, talents, and skills.**

Learning Objective: **4.1 To recognize personal characteristics, interests, talents, and skills.**

Related Content	Resources
4.1 Personal characteristics: <ul style="list-style-type: none">- physical- emotional- intellectual/mental- social Self-concept <ul style="list-style-type: none">- the picture you have of yourself	4.1 <i>Creative Living</i> , Chapter 1. 4.1 Activity Sheet, "Personal Characteristics Checklist, 'What Am I Like?'" , Teacher's Resource Package. 4.1 Activity Sheet "Introducing Me", Teacher's Resource Package. 4.1 Activity Sheet "Me In A Cube", Teacher's Resource Package.

Suggested Instructional Strategies and Learning Activities

- 4.1a Have students complete the personal characteristics checklist "What Am I Like?", Teacher's Resource Package.

Have them ask a friend or family member to complete a second checklist. Students then compare the results. Ask students what they discovered about themselves by doing this project and answering the questions provided.
- 4.1b Have students focus on themselves and identify their characteristics, interests, and talents, skills and ambitions as they complete the activity "Introducing Me", Teacher's Resource Package.
- 4.1c As a way of having students communicate a picture of themselves to others, ask them to follow the directions for "Me In A Cube" activity, Teacher's Resource Package. These projects can be displayed in the classroom. (An alternate to the cube would be the production of a poster or a collage using the same guidelines.)

Major Objective: **4. To increase self-awareness by exploring personal characteristics, principles, interests, talents, and skills.**

Learning Objective: **4.2 To propose and practise ways of strengthening self-concept.**

Related Content	Resources
<p>4.2 Ways to strengthen self-concept:</p> <ul style="list-style-type: none">- look for your good points- don't sell yourself short- be active with others- learn from everything you do- forgive your own mistakes- learn about yourself- emphasize your strengths- be aware that everyone has strengths and weaknesses- remember that nobody is perfect and that you are important- think about what you do well <p>(this list could be expanded)</p>	<p>4.2 <i>Creative Living</i>, Chapter 1.</p> <p>4.2 <i>Creative Living</i>, Teacher's Annotated Edition, Teacher's Manual.</p>

Suggested Instructional Strategies and Learning Activities

- 4.2a Have students contribute suggestions to create a bulletin board showing ways to strengthen their own or someone else's self-concept. Some suggested themes are:

! Fly High With a Positive Self-Concept (use kites, hot air balloons, birds)

! Cultivate Your Self-Concept (use flower garden)

Additional suggestions for flexibility and variety:

! You may wish to introduce 'self-concept' here and focus on it again in the clothing module, by having students design a T-shirt, pillow or banner, which promotes or highlights a positive personal characteristic. (See teacher's manual section of *Creative Living*, Teacher's Annotated Edition, pp. 20, 166-168) Other possibilities would include conferring with the Art or Industrial Arts teachers and agreeing on a joint activity such as silk-screening, woodworking, or stencilling, that would tie in with the idea of self-concept.

- 4.2b Discuss some of the popular comedy programs on television. Can students give examples of humour that is based on insults between friends, peers, or family members? Do people copy this in real life? How might it affect self-esteem?

- 4.2c Have students practise behaviour that builds self-concept. (e.g. giving a compliment sincerely, receiving a compliment graciously.)

Students may suggest additional behaviours that build positive self-concepts in themselves and others. Select appropriate ones to practise. (e.g. courteous behaviour)

Major Objective: **4. To increase self-awareness by exploring, personal characteristics, principles, interests, talents, and skills.**

Learning Objective: **4.3 To identify and rank personal principles.**

Related Content	Resources
4.3 Principles are beliefs about what is worthwhile. They are the guidelines used for making decisions in life. Some examples are: <ul style="list-style-type: none">- honesty- loyalty- love- freedom- material possessions- education- fairness- power- status	4.3 <i>Creative Living</i> , Chapter 4. 4.3 Activity Sheet "Express Yourself", <i>Creative Living</i> , Teacher's Resource Book, p.25, #17. 4.3 Activity Sheet "What's Important To Me", Teacher's Resource Package.

Suggested Instructional Strategies and Learning Activities

- 4.3a Have students complete the exercise "Express Yourself", *Creative Living*, Teacher's Resource Book, p.25, #17, as a way of identifying their principles. Have students look at their responses and name some principles implied by their choices.
- 4.3b Have students rank their personal principles by completing the activity sheet "What's Important To Me", Teacher's Resource Package.

Major Objective: **4. To increase self-awareness by exploring personal characteristics, principles, interests, talents, and skills.**

Learning Objective: **4.4 To identify some personal goals and propose ways to achieve one of them.**

Related Content	Resources
<p>4.4 Goals</p> <ul style="list-style-type: none">- short term- long term <p>Choosing goals and setting priorities.</p>	<p>4.4 <i>Creative Living</i>, Chapter 4.</p> <p>4.4 Activity Sheet "Setting Your Goals", Teacher's Resource Package.</p>

Suggested Instructional Strategies and Learning Activities

- 4.4a Use a story to illustrate that life often involves choosing personal goals. Once goals are chosen, there are a number of steps that lead to the achievement of each goal. (Possible source of story - *Reader's Digest* magazines).
- 4.4b Have students complete the activity "Setting Your Goals", Teacher's Resource Package, so that they go through the process of deciding on a particular goal and identifying some steps necessary for reaching it.

Major Objective: **5. To understand the decision-making model and apply it.**

Learning Objective: **5.1 To give examples of ways that people make decisions.**

Related Content	Resources
5.1 Definition of 'decision'. Distinction between major and minor decisions. Ways decisions are often made: - default These are generally - imitation used for minor - habit decisions. - impulse - coin toss	5.1 <i>Creative Living</i> , Chapter 5. 5.1 Activity Sheet "Note Outline - Decision Making", Teacher's Resource Package. 5.1 "Gerry's Saturday", Teacher's Resource Package.
DECISION-MAKING METHOD ! Define the problem. ! Gather information. ! List all possible choices. ! Identify and think about the positive and negative consequences for each choice. (Keep principles and goals in mind.) ! Choose the most suitable solution. ! Carry out the decision. ! Evaluate the outcome of the decision. - used for major decisions (e.g., dropping out of school, choosing a career)	

Suggested Instructional Strategies and Learning Activities

- 5.1a Introduce this topic by asking students questions about the choices they make related to everyday activities: what they wear, what they eat, how they spend their spare time, etc. Relate student responses to the methods used to make decisions and factors that influence their choices. The "Note Outline - Decision Making", Teacher's Resource Package, may be used to facilitate this activity.
- 5.1b Read the story, "Gerry's Saturday", Teacher's Resource Package. Ask students to identify the decisions Gerry makes. Find examples of decisions made by default, imitation, habit, impulse, and coin toss. Were any decisions made by the decision-making method?

Major Objective: **5. To understand the decision-making model and apply it.**

Learning Objective: **5.2 To list factors that influence decision making.**

Related Content	Resources
5.2 Factors that influence decision making: <ul style="list-style-type: none">- wants/needs- principles- goals- available resources- what others are doing	5.2 <i>Creative Living</i> , Chapter 5. 5.2 "Gerry's Saturday", Teacher's Resource Package.

Suggested Instructional Strategies and Learning Activities

- 5.2a What factors influenced Gerry's decisions in this story? How do you think Gerry felt about his decisions?
- 5.2b Have students imagine that a family needs to make a big decision (purchasing a house; buying a car). What are some factors that would influence the decision? Group these according to wants and needs, principles, goals, and available resources.

Major Objective: **5. To understand the decision-making model and apply it.**

Learning Objective: **5.3 To practise using the decision-making model in the areas of home economics.**

Related Content	Resources
<p>5.3 Areas of home economics:</p> <ul style="list-style-type: none">- clothing and textiles- shelter and interior design- foods and nutrition- families and relationships- child care- consumerism	<p>5.3 <i>Creative Living</i>, Chapter 5. (NOTE: It is suggested that the decision-making steps listed under Related Content be used instead of the more complicated steps outlined in <i>Creative Living</i>).</p>
<p>DECISION-MAKING METHOD</p> <ul style="list-style-type: none">! Define the problem.! Gather information.! List all possible choices.! Identify and think about the positive and negative consequences for each choice. (Keep principles and goals in mind.)! Choose the most suitable solution.! Carry out the decision.! Evaluate the outcome of the decision.	<p>5.3 "Decision-Making Worksheet", Teacher's Resource Package.</p> <p>5.3 "Decision Cases", Teacher's Resource Package.</p>

Suggested Instructional Strategies and Learning Activities

- 5.3a With the class, discuss the decision-making method as a thoughtful, responsible way of making decisions. List the seven steps involved in making a decision and use an example to show how to use the method. (See Decision-Making Worksheet, Teacher's Resource Package.)
- 5.3b Using the "Decision Cases", and the "Decision-Making Worksheet", Teacher's Resource Package, have students practise using the decision-making method.

Major Objective: **6. To understand what constitutes quality of life for individuals and families.**

Learning Objective: **6.1 To list some of the factors that contribute to quality of life.**

Related Content	Resources
<p>6.1 Students/teacher may suggest some of the following factors that contribute to `quality of life':</p> <ul style="list-style-type: none">- good health- ability to meet needs of family members- opportunity for family fun- ability of family members to get along with each other- resources available to the family (money, knowledge, skills, imagination, ...)- awareness of family's principles and goals- concern, caring for others- sharing with others- personal development of family members- friendships <p>(other suggestions may be added to expand this list)</p>	

Suggested Instructional Strategies and Learning Activities

- 6.1a You may wish to introduce the concept of 'quality of life' by:
- i) leading the students in a brief discussion of what contributes to "QUALITY" of life. (You may need to help students distinguish between "QUANTITY" and "QUALITY" as they would relate here.) Students will realize that different families have different ideals, but that there are some features common to a quality life. Other aspects of quality will depend on principles and goals based in the individual interests and desires of family members.
 - ii) Pass out arrow-shaped pieces of paper to students and ask each to write key words to indicate something that contributes to the quality of their own lives.
 - iii) Collect these and assemble them into a bulletin board display, pointing the arrows at the centre label titled "**QUALITY OF LIFE**".
 - iv) Conclude by summarizing what 'quality of life' means and what factors contribute to achieving it in a family setting.

Major Objective: **6. To understand what constitutes quality of life for individuals and families.**

Learning Objective: **6.2 To identify some of these factors in the lives of fictional characters or real people and describe how they relate to `quality of life'.**

Related Content	Resources
6.2 Factors that contribute to `quality of life' (see 6.1 Related Content).	6.2 Instructional Materials, Department of Education, film and videos <i>To A Very Old Woman</i> <i>Julie O'Brien</i> <i>The Boy Who Loved Deer</i> <i>Brad's Learning Disability</i> (Refer to the Instructional Materials catalogue for descriptions of the above, and additional examples) 6.2 Newspapers - cartoon sections

Suggested Instructional Strategies and Learning Activities

- 6.2a Have students read a drama or view a drama or documentary that suggests aspects of 'quality of life'. (Examples are listed in the Resources section.) Follow with a discussion of what contributes to 'quality of life' for each person and/or family.
- 6.2b Have students, in pairs or groups, analyze the lives of cartoon characters to identify various aspects that affect quality of life in positive or negative ways.

With each cartoon character or family, students could consider:

- wants and needs
- available resources
- personality traits
- self-concept
- principles and goals
- skills
- decision-making ability

(Point out that because of the limited development of most cartoon characters, not all factors will be relevant in every case).

Cartoon Examples:

Garfield

Cathy

For Better or Worse

Hagar

Ziggy

Family Circus

