

1988-89

GRANDE PRAIRIE REGIONAL COLLEGE
DEPARTMENT OF
EARLY CHILDHOOD DEVELOPMENT

CD111

CHILD/FAMILY RELATIONS

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COMPETENCIES

1

Students will be aware of historical and current family life-styles in Canada.

2

Students will be able to outline the functions of a family and the way the family meets the primary and secondary needs of its members.

3

Students will be aware of the six common stages of family life and will identify factors which influence the relationship between family members.

4

Students will demonstrate an awareness of personal attitudes and biases in relationship to their perception of what constitutes a nurturing family.

Students will be aware of historical and current family lifestyles in Canada.

Learning Tasks:

1. Research and discuss how the Canadian family has changed through time and the factors that have brought about the change.
2. Examine and write a brief report on the development of your own family lifestyle as it relates to societal changes that have occurred.
3. Consider an issue in family life today (e.g. changing divorce laws, abortion, the Women's Movement, child-rearing techniques, etc.)

In a brief paper, present your views on the topic you've chosen, then interview someone from an older generation (parent, grandparent, friend, etc.) and present their views on the same topic.

Students will be able to outline the functions of a family and the way the family meets the primary and secondary needs of its members.

Learning Tasks:

1. As a group define the primary, biological needs and secondary needs of all humans.
2. Examine and discuss the ways in which the family acts as an agent of enculturation.
3. Research child-rearing methods in another culture. Using the guidelines you'll be given, compare this culture to our own, then prepare a short oral presentation on your research.

Students will be aware of the six common stages of family life, and will identify factors which influence the relationship between family members.

Learning Tasks:

1. Through group discussions, students will outline characteristics unique to each of the six stages of marriage (as suggested in Families Canada), and will list the problems and challenges unique to each stage.
2. As a group, students will identify factors which influence family dynamics (e.g. communication, economics).
3. Through the use of A.V. materials, books, resource people, etc., students will expand their awareness of problems which exist in Canadian families today (e.g. family violence, alcohol and drug abuse, etc.).
4. Using the course bibliography, students will read a book which deals with issues in family life, and will complete a written review of the book.
5. Through class discussions, students will outline a number of ways in which teachers, day care workers, etc., can help children who are experiencing a family crisis. In conjunction with this, each student will present, in class, learning materials (story-books, filmstrips, etc.) which could be used in the pre-school to deal with family issues.

Students will demonstrate an awareness of personal attitudes and biases in relationship to their perception of what constitutes a nurturing family.

Learning Tasks:

1. Examine and discuss: a) the term "nurturing family"
b) your perceptions of a nurturing family"
in terms of children's developmental needs.
2. Research articles and books, view A.V. material on family lifestyles which expand your awareness of the nurturing family. Participate in class discussion on research done.
3. Having examined your personal attitudes and researched current materials, write a paper describing the qualities you perceive as being characteristic of a nurturing family. In this paper demonstrate an awareness of what has influenced your perceptions.