

Human Dynamics Recovery: Assignment 1

Nanny McPhee

Name: _____

Date: _____

1. Why were the children, especially Simon, misbehaving? Remember, they have lost their mother, but what is it that their father is, or is NOT doing?

2. Identify and explain two things that Dad was doing, in terms of parenting, that were not "good" parenting skills.

1. _____

2. _____

3. Explain one thing that you would do as a parent if you had children (child) with the same behaviours as these children—think about it! 😊

Human Dynamics Recovery: Assignment 2

PROJECT: Grad Trip!!!!

After finishing school, you and your three friend are planning a trip to Florida celebrate graduation. You have one year to save for the vacation. Complete each of the following:

1. Determine all costs associated with this trip. (Remember, the Canadian dollar is not worth the same as the U.S. dollar.)

2. Suggest ways that you could save money for this trip and the amount of money you would gain from each venture. (Include any investments you could make.)

3. Evaluate the reasonableness of each suggestion above and comment on the manageability of this project considering your personal budget.

The Assignment must be typed and submitted by _____.

- It **MUST** include...
 - Realistic costs for airfare, food, accommodations, attractions, etc.
 - Realistic (and legal) money making and saving ventures or investments (No "Hold-ups"; No 649 Jackpots)
 - A recommended budget, explaining costs per person for the trip.
 - Separate evaluations of the reasonableness of each suggestion. Each group member must submit their opinions separately.

- It **MAY** include...
 - Photos and information about real Florida resorts and attractions, including actual fees.
 - Travel itinerary.

Human Dynamics-Recovery: Assignment 3

Sources of Income

Outcomes

In this lesson you will learn:

- sources of monetary incomes for family members;
- types of non-monetary incomes;
- ways the government provides income of Canadian families.

Specific Curriculum Outcomes:

- Develop an understanding of how finances impact the family.
- Develop, monitor, analyze and evaluate personal use and allocation of finances.

Lesson

As discussed in the previous lesson, one consideration for financial planning is the source of income. The principle source for most households is from wages and salaries. This may be from only one member or it may be the result of several members who are employed.

Other possible sources of income for a household can come from a variety of sources. These include scholarships and grants, awards and prizes, interest from savings accounts or other investments, pension payments, inheritances and gifts. Families may decide to get money by taking a loan from a financial institution, a family member or a friend. Short term jobs such as baby sitting or paper delivery can provide additional income.



Every member of the family can provide non-monetary sources of income. These can be considered very small supports but the cost to provide these services would mean that there would be less money for other things. These include:

- caring for younger siblings
- car pooling
- use of skills for household repairs

- wild game-hunting
- growing your own vegetables
- fishing

There can be expenses associated with these non-monetary sources. The family would have to decide if the cost involved with setting up the support is less than the income cost to determine if the service should continue. For example, setting up your own vegetable garden would require initial supplies such as fertilizer and seed or plants. The cost to buy the vegetables should be compared to the cost of beginning the garden (though one should also consider the additional benefits of relaxation in addition to the monetary value).

The government also provides assistance to the income of Canadians. People who are out of work can receive Employment Insurance. This program has been put in place to support a person while they look for work. The Child Tax Benefit is a tax-free monthly payment made to families to help with the cost of raising a child. Payments are based on the income of the family as well as the number and ages of children in the family. Canada Pension Plan Program assists individuals who have paid into the Plan. People who qualify for this plan include people who are retired or disabled, dependent children of a disabled contributor and surviving spouses. Old Age Security Programs are monthly benefits paid to anyone age 65 and over. These payments are not based on payments to the plan.

Activity

Calculate the weekly or monthly income that you receive—either in allowance, gifts (i.e. Birthday, Christmas, etc.), or job. Include all sources of income. How did you use this income? Did you use specific skills and talents to obtain this income? What are your plans for generating or obtaining income in the future and for maintaining a lifestyle you desire?

Write a one page summary indicating the financial circumstances and arrangements for one family situation. You may choose one of the following or use your own:

- Eighteen-year-old single mother
- Widower with three sons
- Working professionals, blended family, four children (three from one family and one from the other)
- Single mother with two children and receiving social assistance
- Working father, stay at home mom and three children
- Grandparents raising grandchild

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Human Dynamics-Recovery: Assignment 4

Family as an ecosystem

03 Responsibilities

Outcomes

In this lesson you will learn:

- to identify responsibilities of family for its members and of members within a family;
- the connection between values and responsibilities.

Specific Curriculum Outcomes:

- Acquire an understanding of issues and challenges which impact the family
- Demonstrate an understanding of responsibility in relation to self, family and community.
- Assess family practices and activities that impact on physical and social environments in relation to their contribution to the sustainability and improvements of these environments.

Introduction

As individuals who are part of an ecosystem, we have responsibilities to our self, to our family and to our community. A family whose members share responsibilities for maintenance (including the shared responsibilities of the physical, emotional and social aspects) of the household tend to develop a healthy environment. This creates a stronger connection between members.

Prerequisites

- There is no prerequisite content for this lesson.

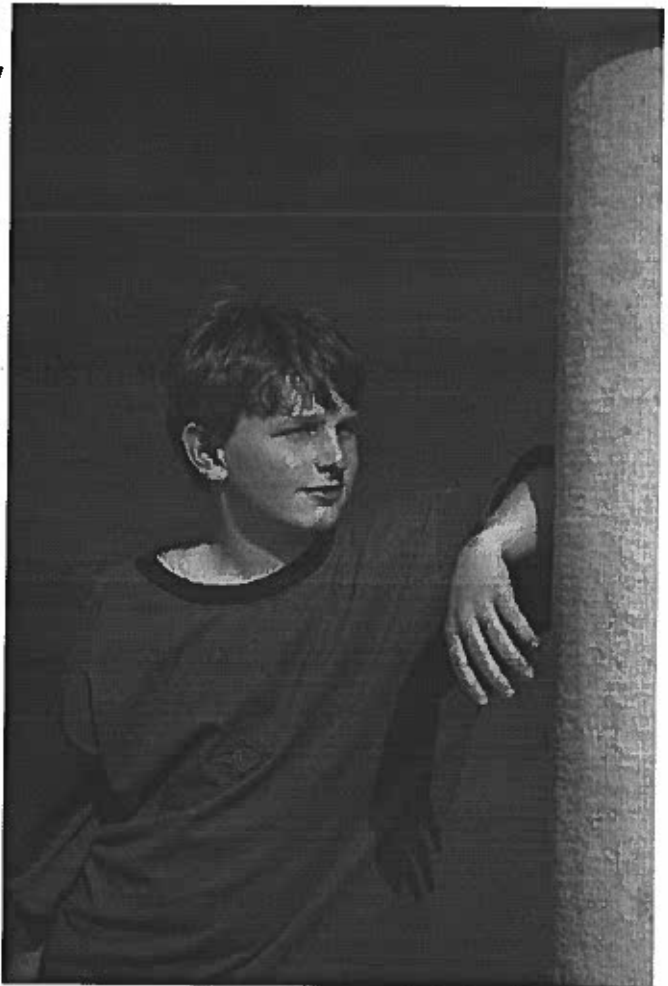
Lesson

Responsibility refers to an obligation and the accountability for actions. Families accept the responsibility for nearly all dependent members of the society including children, elderly, handicapped, ill and idle. Families who balance division of labour tend to be stronger and healthier. In section 01 lesson 01, the responsibilities shared among members of the family was listed. These include not only the physical care of family members but also the preparation of children for life.

Responsibility within a family involves more than caring for the physical environment. Each member needs to take responsibility for their actions which can affect everyone. Also concern must be given to the responsibility of oneself.

Every individual has a responsibility to society. Families can contribute to the well-being of their own neighbourhood and the world. Often, people who accept responsibility within their family will also accept responsibility within society.

Developing responsibility is closely related to developing values. The values felt to be important will lead to decisions of our actions.



For example, the views held about lying will determine the reactions during various situations. The opinion created can be established by considering personal feelings. Questions asked could include:

- Is it ever ok to lie? If so, when?
- How does it feel when someone lies to you?
- What do you do when the person next to you lies and you know the truth?
- When you lie and someone finds out about it, how do you feel?
- How do you think the person who found out about your lie feels about you?
- With respect to the issue of lying/truth telling, what responsibilities do you have to yourself? To others (parents, friends)?

Activity

Choose an organization which provides service to others such as Lung Association, Foster Parents, Shiner's, Community Food Bank. Prepare a webpage which answers the following questions:

- What is the organization?
- What services does it provide?
- How is the organization funded?
- Why do people get involved in this organization?
- What can you do?
- How do you get involved?

List one event or activity which occurs in your school to raise funds, provide service or donate products to one of the organizations in your local area. This may be a food drive for a local food bank, a collection for Jane way Day, helping the Lion's Club with one of their initiatives, sponsor a family for Christmas, or help a local family in times of need. Consider ways to improve this activity by getting more people involved.

Test Yourself

List responsibilities that a student your age may have:

-
-
-
-

Human Dynamics Recovery: Assignment 5

Outcomes

In this lesson you will learn:

- the definition of an ecosystem;
- how the actions of one member of a family affects all other members.

Specific Curriculum Outcomes:

- Acquire an understanding of issues and challenges which impact the family.
- Demonstrate an understanding of the family as an ecosystem.
- Assess family practices and activities that impact on physical and social environments in relation to their contribution to the sustainability and improvements of these environments.

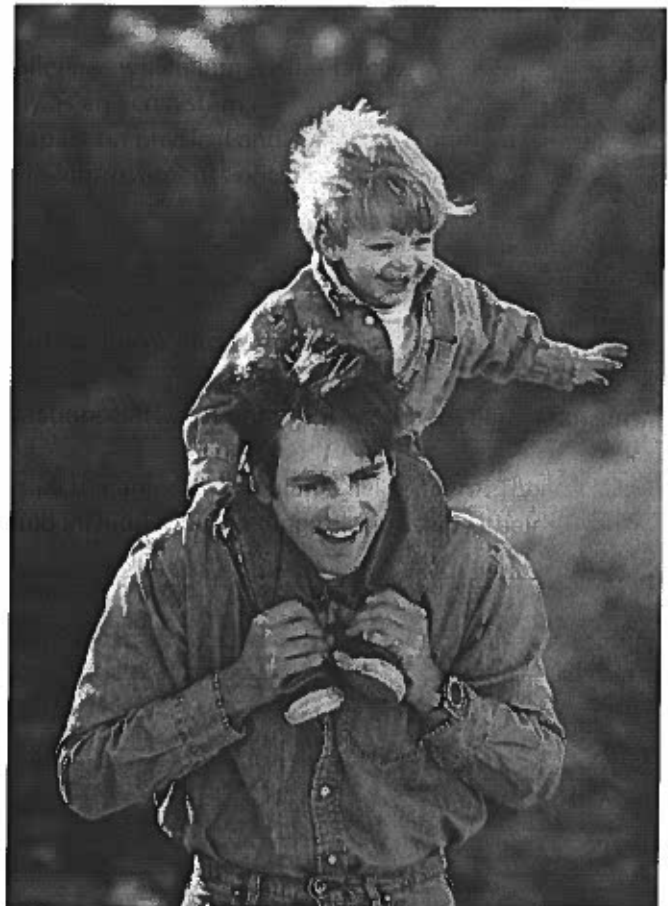
Prerequisites

To be successful in this lesson, it would be helpful to know the following:

- An ecosystem is the relationships and interactions between organisms and between organisms and the environment.
- The forest has an ecosystem which includes all the animals and plants living there. The relationships between these organisms would include their feeding relationships, their competition, their mating habits, and all other interactions.

Lesson

An ecosystem is defined as the relationships and interactions between organisms, and between organisms and the environment. (Note: Source: Biology the Source of Life) There are many examples of ecosystems such as a forest system. Within this area there are animals such as squirrels, rabbits, moose and foxes. These animals interact with each other for food, habitat and mating. They also interact with the plant life that is present within the area and they are affected by any environmental changes that occur such as severe weather changes.



A family who spends time together and does things together, can be thought of as an ecosystem: Any change in any of the relationships or interactions within the family, or in the family's environment will directly or indirectly affect all members of that family ecosystem. For example, a young adult in a family comes home exhilarated by an encounter with a new friend. The teen will be much more interactive and approachable because of the good feeling he or she has. The good mood will have an effect on the other family members with whom she or he interacts, the response of family members to the teen will be influenced by the mood exhibited and thus the social environment of the family is positively affected.

Activity

1. Within our class, an environment will be set up in the same way as a natural ecosystem develops. As a group, it is important for us to be supportive and form a healthy ecosystem. Compile a list of rules and expectations that you would like to have observed within our class environment. These will be posted on the course site for everyone to read and abide to.
2. Contact one student who is registered for this course. This must be a student whom you did not know before beginning Human Dynamics. Interview each other through email and prepare a biography of your partner. These will be posted on the course site so that we can become familiar with each other.
3. Create a situation that begins with a student being late for the bus due to a phone call from a friend saying she is sick and will not be at school to do the presentation planned. Several choices for effects this could have on other people that day.

Test Yourself

During recess, you and your friend were playing basketball and you accidentally set off the fire alarm. Describe all of the people affected by this incident and how they may be affected.

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Human Dynamics Recovery: Assignment 6

Listening

Outcomes:

In this lesson you will learn:

- the significance of listening to good communication;
- How to become a good listener.

Specific Curriculum Outcomes:

- Demonstrate an understanding of the types, range, and depth of relationships and how they evolve and change.
- Demonstrate an understanding of what constitutes healthy relationships.
- Analyze emotional and social issues that affect adolescent relationships.
- Propose and evaluate strategies for dealing with issues in relationships.
- Analyze strategies for building, sustaining, and ending relationships.
- Evaluate personal relationships.
- Monitor personal skills and abilities for healthy, sustainable relationships.

Lesson

A key element to healthy communication is effective listening. This does not mean that a person is hearing what is being said but actively listening to the message. A good listener must put effort into communicating.

An effective listener must first absorb the contents of the message. This is the receiver role. If any part of the message has been missed, the intent of the message may be incorrectly interpreted. This interpretation is the second part of the listening process. If the individual begins to concentrate on the meaning before the complete message is finished, some of it may not have been heard.

To improve listening, the receiver should be attentive and interested in the talker. Don't rush the speaker by trying to interrupt or sending ignoring signals. Put the person at ease by looking at the speaker and giving acknowledging gestures.

A listener must also try to control emotions. Often feelings will confuse messages and give misleading interpretations. Concentrate on the ideas presented instead of developing an opinion.

After the speaker has finished, ask questions. This is necessary for explanation of ideas presented or to get additional information for the response. Questions show support for the sender and encourages further discussion.

An active listener is an effective listener. Active listening increases the knowledge acquired and makes for healthier relationships by reducing conflicts. It also provides confidence. When responding to the sender, the



selection of phases is important for providing positive feedback. This will also reduce conflict. Changing a message from "you" to "I" is less threatening to the sender.

Remember to listen with your eyes as well your ears to pick up body language.

Activity

The following list is Ten Commandments for good listening:

1. Stop Talking - You can't listen if you are talking. ____
2. Put the Talker at Ease - Help the talker feel that he or she is free to talk. ____
3. Show Him or Her That You Want to Listen - Look and act interested. ____
4. Remove Distractions - Don't doodle, tap or shuffle papers. ____
5. Empathize with Him or Her - Try to put yourself in the talker's place so that you can see his or her point of view. ____
6. Be Patient - Allow plenty of time. Do not interrupt. ____
7. Hold Your Temper - An angry person gets the wrong meaning form words. ____
8. Go Easy on Argument and Criticism - Don't argue; even if you win, you lose. ____
9. Ask Questions - Questions encourage the talker and show you are listening. ____
10. Stop Talking - This is first and last, because all other commandments depend on it. ____

How is this list similar to the list of class rules developed in Unit 1? Could this list be the one used for this class?

Rank these ten skills from most important to least important.

Test Yourself

List the main elements needed to be an effective listener.

Human Dynamics Recovery: Assignment 7

You will learn:

- definitions of the types of dates;
- the importance of decision making when dating and becoming sexually active;
- how to say "NO."

Specific Curriculum Outcomes:

- Demonstrate an understanding of the types, range, and depth of relationships and how they evolve and change.
- Demonstrate an understanding of what constitutes healthy relationships.
- Analyze emotional and social issues that affect adolescent relationships.
- Propose and evaluate strategies for dealing with issues in relationships.
- Analyze strategies for building, sustaining, and ending relationships.
- Evaluate personal relationships.
- Monitor personal skills and abilities for healthy, sustainable relationships.

Dating

Humans are sexual beings.

Some relationships are not chosen by individuals such as the family and neighbours a person has. However, others which are decided upon, need to be given careful consideration before become serious.

Dating is a normal feature of teen years. It provides a means for individuals to get to know each other and allows us time to determine if the person you are going out with is somebody who has characteristics you like. It also provides an opportunity for self-evaluation since often the attributes that attracted people to each other initially may not seem important after a couple of dates. For example, choosing to date a person because they look good may not seem so significant after a couple of dates and it is discovered that similar interests are not shared.



There are various types of dates:

- **Group dates:** This is a comfortable way to get to know a person since it allows time to see how people interact outside of a school setting. The social setting provides the opportunity to get to know a person without being left alone.
- **Double dates:** Small group situations also provides security in not being alone with an individual. But the chance for more personal attention is better than in a group. The feeling of too much time being spent with one person is eliminated.
- **Single dates:** There are expectations associated with single dates that would not be a part of the other two. The risk of one person developing stronger emotions than the second is possible. Getting to know a person really well before committing to a single date will help to avoid that situation.

Making decisions about sexual activity involves the same processes used to make any decision. Yet there can be more pressure involved with this problem from yourself, peers, family and the media. An individual should remember that decision making allows control of one's life. The stress may not necessarily be reduced after the decision has been made but if it is not done, a sense of powerlessness and confusion will occur.

There are three possible choices when deciding to become sexually active:

- **Delay sexual involvement - abstinence** is an option at any time. It does not mean that you have decided to refrain from sexual relationships in the future but you have decided to wait. A benefit from this is that there is no concern about pregnancy or STD's. It provides time to focus on the value of the relationship without having to lie to parents, family or friends. No guilt occurs.
- **Become sexual active after thoughtful decision making** - this should be done before becoming sexually active. Communication with the partner should be part of this process. This allows time to reflect on the consequences and to prepare by choosing contraceptives. The risk of pregnancy or STD's is still evident and feelings of guilt may take place. The commitment between two people usually increases and the difficulty to end the relationship will increase.
- **Pressured into sexual involvement** - this is a very irresponsible decision to make. The risk of pregnancy and STD's increases since often contraceptives are not available for use.

Feelings of guilt and commitment are usually greater after the experience. Also, the loss of ability to say "NO" will result in a questioning of self-esteem.

One of the main reasons for becoming sexually active is the lack of ability to use the word "NO". Teens have said that they are afraid of hurting their partners feelings. This is related to the ability to communicate effectively. A good communicator is assertive and this is especially necessary in a situation involving sexual activity. If a person doesn't want to be involved, than that message needs to be communicated to their partner.

Human Dynamics

Activity

Using the Statistics Canada website, check Canadian Statistics on

- Sexual activity
- fertility
- therapeutic abortions
- sexually transmitted infections
- AIDS

Test Yourself

1. What type of date is best for a first date?

- Group date
- Double date
- Single date

2. What type of date is best after you know the partner well?

- Double date
 - Group date
 - Single date
-

Answers

Answers...

You Scored 0 out of 2

Question 1 - Incorrect. Actual Answer was: Group date.

Question 2 - Incorrect. Actual Answer was: Single date.

Human Dynamics Recovery: Assignment 8

Parental Care and Development: Childbirth

In this lesson you will learn:

- an overview of the birth of a child;
- the choices that must be made during childbirth;
- the four stages of childbirth.

Specific Curriculum Outcomes:

- Develop an understanding of implications of pregnancy and parenthood.
- Develop an understanding of the aspects of prenatal care, development, and birth.
- Identify strategies for responding to the adjustments in lifestyle.
- Propose strategies to positively affect early childhood development.
- Assess challenging parenting situations and propose coping strategies.
- Assess personal readiness for parenthood.

• Lesson

- Childbirth is the end of a pregnancy which results in the delivery of the baby. Each birth is unique and again there are many decisions that a couple may have to make during this time. These include the choice of pain medication, the family members who will be present, the option of natural or a caesarean delivery, and the use of forceps or other aids. There are four stages to every childbirth which are labour, delivery, afterbirth and recovery.
- Labour begins with very mild contractions and continues until the cervix has opened to ten centimetres. Signs that labour has started include a blood-tinged discharge, cramping in the lower back, the breaking of the amniotic sac (the water breaking), and regular contractions. Early labour may be so mild that the mother may not even know that she has begun. As the contractions become stronger and closer together, the mother should go to the hospital.
- After the cervix has dilated to ten centimetres, it is time to push the baby through the birth canal. Contractions will still be strong but not so often. Sometimes it is necessary to make an incision or episiotomy to allow the baby's head to leave the mother's body. In normal childbirth, the head is born first. The umbilical cord is clamped and cut forcing the baby to breath on its own. Delivery usually takes one and a half to two hours depending on the size of the baby and the energy of the mother.
- After the baby has been delivered, several more pushes are required to expel the placenta. This can last from five minutes to half an hour.
- The recovery period is considered the first two or three hours after birth. During this time, the mother and child need extra attention and care as they recover from their experience. The mother may feel chilly and have trouble passing urine. They must drink fluids and eat a light meal if they are hungry. The baby has to be cleaned up, weighed, measured, and diapered for the first time. A health assessment of the baby as well as a screening test for inherited diseases is completed. The mother will also begin to nurse the baby during this stage.



Activity

- **Research and report on the pain medications available during childbirth. Include the effects of the medication on the mother and baby.**
- **Research and report on the use of a caesarean section during delivery. Include the reasons for doing the procedure.**

Human Dynamics Recovery: Assignment 9

Human Dynamics: Unit 4 Child Care; childcare needs

In this lesson you will learn:

- to identify the needs of a child;
- ways of coping with an infant's needs.

Specific Curriculum Outcomes:

- Demonstrate an understanding of what is involved in caring for children and responding to their needs
- Assess the costs of raising a child
- Propose strategies to positively affect early childhood development
- Assess personal readiness for parenthood

Introduction

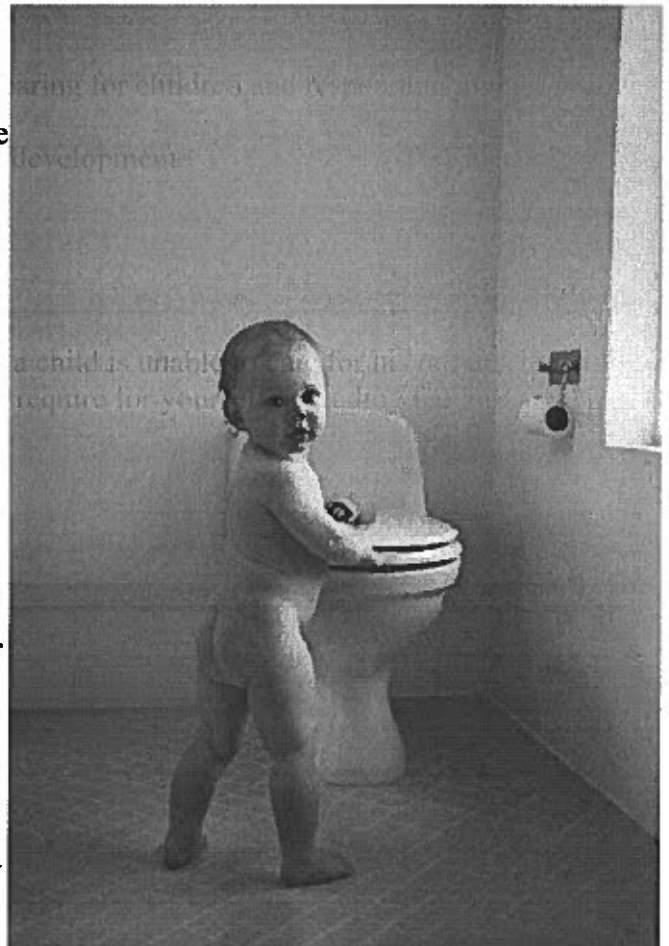
The needs of a child must be met by a responsible adult since a child is unable to care for his or herself. Caring for a child involves fulfilling all of the basic needs which you require for yourself, including feeding, clothing, and providing a safe, caring atmosphere.

Lesson

Newborns can not care for themselves and rely on adults to fulfill their needs. They can become very demanding, especially the first baby since the parents do not know what to expect. The safety and security needs are essential but love and affection also are required to provide a positive environment for the developing child.

Infants need clothing to keep them warm and comfortable. They grow very quickly and it is necessary to have specific types of clothing for different uses such as outdoor or night time. Second-hand clothing available from friends or family is often quite suitable since it has probably not had a great deal of use before it became too small. Diapers are the primary item required every day for up to three years. Cloth diapers and disposable diapers are available and the parents must decide the best for their needs.

Childproofing the home means that it has been made safe for a child. Even a newborn has special safety needs since they can move their arms and legs and could become caught in bedding. They very quickly learn to roll over which requires more careful observation especially when they are on a change table and could fall off. Their grasps can also pull things which could hurt them. As the baby grows, new safety



considerations should be made. As the child becomes mobile through crawling, climbing can be an issue. The areas of the house where the child is located needs to be checked carefully to avoid possible incidents of the child falling from higher areas.

Infant health and hygiene is another aspect of safety and security. Bathing, cleanings and drying, and staying comfortably warm is a need of an infant from the day that they are born. Babies tend to place everything in their mouth so all objects that they are handling should be sanitized or sterilized. Regular medical check-ups and immunizations need to be scheduled. Common illnesses such as ear infection and diarrhea may need medical attention.

- Maintaining a routine for sleeping and napping will provide a sense of security for the child. Play time is exercise for a baby and should be given attention daily.
- Communication will help provide a healthy start in life. Developing infants need to be active by kicking, reaching, and stretching. As they become older, climbing, dancing, pushing, pulling, tumbling and rolling in a supervised environment will provide additional exercise for the child.

Infants respond to touch, smile, and voice. They need love and affection and infants who do not receive human contact are delayed in their development. Newborns will attach to their parents and react when they are not present. Crying is a way for babies to say that they need attention, whether it is physical or emotional. Children who are loved form a strong bond and develop a sense of trust. Holding, kissing, rocking, smiling and talking to a child increases their growth and development.

Activity:

Design a bookmark with the following list:

- **Front side:** Generate a list of parenting roles and responsibilities.
- **Back side:** Make a corresponding list for the abilities of the parents to meet these needs.

Human Dynamics Recovery: Assignment 10

Parenting: Unit 5 Lesson 1: Child Development and Behaviour

In this lesson you will learn:

- the development of children's language is helped by reading;
- the importance of reading to development;
- time must be made available to read to a child.

Introduction

How can we ensure that a child is developing well? Consideration of child behaviour will help us understand the way they develop. Being selective in choosing the games and toys for particular age groups will help achieve better development. Reading is so important to the development of neural connections which lead to literacy. Time spent reading to a child is time well spent.

Understanding developmental stages will help us understand child behaviour at various ages.



In the first five years of life, children learn an entire language. They learn the name and function of every object in their environment and how to use and manipulate most of these things. Between the ages of two and five, mastery of the language occurs. The difference between singular and plural, the construction of questions, and the ability to combine sentences is conquered. People who have had a brain injury as an adult find it a lot more difficult to learn these same skills. Researchers are continuing to study how children's brains really work.

Reading is critical for the development of neural connections that lead to literacy. Books can be used to teach children about the world and how people behave in it. Books can introduce many routines, manners and new situations that are important for children to develop. Children love to have the same stories read to them over and over again. Repetition helps them learn how language works. It provides the opportunity for the child to anticipate when a particular word will occur and to recognize what it looks like. It also allows prediction of the outcome and reduces anxiety about the way events occur.

It takes time to read to children but this shows the child how important they are. It means more than just hearing words and seeing pictures. It provides a caring environment and develops confidence. Children who are read to are more competent as learners and as social beings. Parents should not attempt to teach their child to read. Just having fun reading together is all that is needed.

Choose a children's book and complete a critique:

Name of book

Author and Illustrator

Briefly outline the purpose/meaning

Comment on the illustrations

Indicate appropriate age level

Would you choose to read this book to your own child?