

A complete health and family management course for the Caribbean

SAMPLE

Caribbean

BOOK

1

HOME Economics

IN ACTION

**FOURTH
EDITION**

Caribbean
Association of
Home Economists

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BOOK

1

HOME Economics IN ACTION

**FOURTH
EDITION**

**A complete health & family management course
for the Caribbean**

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To order, please visit www.hoddereducation.com or contact Customer Service at education@hachette.co.uk / +44 (0)1235 827827

ISBN: 978 1 3983 3593 6

© Caribbean Association of Home Economists 2024

First published in 1983

Second edition published in 1992

Third edition published in 2002

This edition published in 2024 by

Hodder Education,
An Hachette UK Company
Carmelite House
50 Victoria Embankment
London EC4Y 0DZ
www.hoddereducation.com

Impression number 10 9 8 7 6 5 4 3

Year 2026 2025 2024

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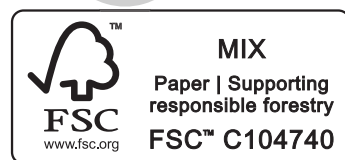
Cover photo © Rawpixel Ltd. – stock.adobe.com; © yurakrasil.ru. – stock.adobe.com; © prostoc-studio – stock.adobe.com

Illustrations by Rassie Erasmus, Vian Oelofsen, Saaid Rahbeeni, Stéphan Theron

Typeset in 10 on 12pt Helvetica Neue

Printed by CPI Group UK

A catalogue record for this title is available from the British Library.



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About the series

Caribbean Home Economics in Action: A complete health and family management course for the Caribbean is designed and developed by Caribbean authors for Caribbean secondary school students. This three-book course has a long history in the region and resulted from collaboration between the Caribbean Association of Home Economists and the Toronto Home Economics Association. The funding for the initial research, writing, editing and preparation of graphic material, all of which took place in the Caribbean, was granted by the Canadian International Development Agency.

Background for the writing was developed in a research project on Caribbean lifestyle designed by members of the Caribbean Association of Home Economists and the Toronto Home Economics Association. Investigation was carried out in the territories by members of the Caribbean Association of Home Economists. The Caribbean Examinations Council Secondary Education Certificate Home Economics Syllabuses were used as a basis for the subject matter covered.

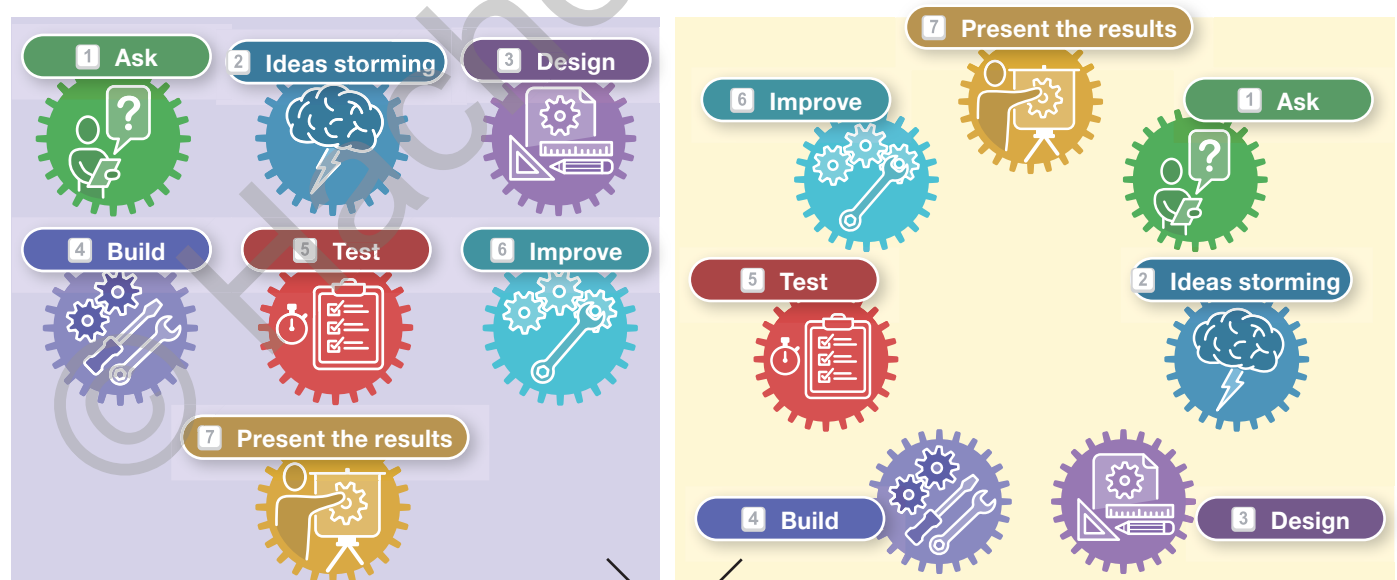
It was the objective of the Caribbean Association of Home Economists that the books' content be valuable for both classroom use and for student, teacher and home reference. It is hoped that individuals using the materials throughout the territories will be the best judges as to which segments will be used for each purpose. To that end, each segment has been revised to meet the evolving needs of the Caribbean student, taking into consideration the 21st century learning environment and STEM integration.

It is hoped that *Caribbean Home Economics in Action: A complete health and family management course for the Caribbean* will find its way into the hearts of every Caribbean student in every Caribbean home.

How to use this series

In its fourth edition, this textbook remains a foundation course for the Caribbean Examinations Council Secondary Education Certificate in the three areas of Home Economics. The course is therefore written for the junior secondary student and is spread over the three books in the series. Process is the main feature that distinguishes these texts from many other Home Economics texts. The books illuminate how families deal with issues that affect them.

The substance of the text has not changed. However, the Caribbean Association of Home Economists is aware that Home Economics Education in the Caribbean is changing. Similarly, the Home Economics curriculum is focusing on developing critical thinking skills and learning about the application of technology. The book has therefore been thoroughly updated with the inclusion of current practices, materials and features designed to enhance student learning and understanding.



A guided approach to the application of the design process in each area of Home Economics is used to build students' confidence as they progress from apprehension about critical thinking and problem-solving processes to the mastery and autonomous thinking, which will aid in finding solutions to the challenges faced by the Caribbean.

Chapters open with objectives to stimulate student interest and focus attention on important chapter content.

In this chapter, you will:

- * define the term 'family'
- * identify the different types of families
- * explore family roles, functions and characteristics
- * explain the family life cycle
- * discuss the importance of the family unit
- * explore personal, family and societal goals and values
- * identify the community resources that support families
- * differentiate between personal, family and societal goals and values
- * develop a decision-making and problem-solving process
- * examine the role of decision-making and problem-solving in conflict and conflict resolution.

- What does the word 'family' mean to you? Who are the members of your family?
- The word 'family' comes from a word that means 'household'. Today, family means a lot more than household. It means a group of people living together, usually, related biologically, by marriage, kinship or adoption, and sharing their resources and responsibilities.
- The family may be big or small, depending on the number of children. The children may be produced by their parents or they may be adopted. Children who are brothers and sisters are called siblings. Parents must take full responsibility for their children, but each member of the family has specific roles that benefit the whole family, as well as the community.
- What does your family look like?

Wherever possible the content is differentiated to make it more student-friendly.

Activities, which are placed in focus boxes throughout each chapter, allow students to put theory into practice. The critical thinking element of the activities allows students to apply the information they have learnt to practical situations.

ACTIVITIES

- 1 List the occasions for which you would usually save money over a one-year period. Outline the various ways you could save to meet these desired goals.
- 2 Using your computer skills, design a suitable chart for your classroom to show the activities of a savings club you would like at your school. Show where you would expect to see withdrawals and deposits at their highest and lowest, as well as any small loans that may be serviced.

Questions are placed at the end of each chapter to encourage students to probe into the chapter content, making connections and gaining insights. They also provide excellent review for examinations. Book 3 contains a variety of questions, which cover the whole course. The questions, which include matching, true/false, multiple choice, cloze passage, short answer, case study and structured essay, cater for the needs of different abilities.

Multiple choice questions

Select the letter that corresponds with your answer.

- 1 The Lopez family consists of Maria, her husband Frank, and their two children, Lucas and Alannah. This family is best described as a(n) _____ family.
 - A blended
 - B extended
 - C nuclear
 - D binuclear
- 2 A family unit composed of relatives in addition to parents and children who live in the same household is referred to as a(n) _____ family.
 - A blended
 - B extended
 - C nuclear
 - D binuclear

What have I learnt?

Glossary

- alternatives** two or more possible actions that you must choose between
- baking** cooking food in the heated air trapped inside an oven
- bleach** a chemical that removes colour and is used to keep white fabrics white
- blended family** a family that is made when two single-parent families join together

Throughout each chapter there are red boldfaced key concepts, which are also defined in the comprehensive glossary of key terms at the end of the book.

I would like to emphasise that it remains the objective of the Caribbean Association of Home Economists that the books be useful for the classroom, for the students, the teacher and for home reference.

As always, we welcome comments from users of these books.

Antonia Coward

Series Editor

Appendix 1 Weights and measures

In this book, quantities and measurements have been given in both metric and imperial. An exact conversion does not usually give convenient working amounts, so we have rounded off the metric measures into units of 25 grams. Do not mix metric and imperial in the same recipe.

The tables below show the recommended equivalents between metric, imperial and American/Canadian (not British) standard measuring cups and spoons.

Weights and equivalent measures

METRIC	IMPERIAL	CUPS OF FAT	CUPS OF FLOUR	CUPS/SPOONS OF SUGAR
1 kg	36 oz (2 lb 4 oz)			
560 g				2 $\frac{1}{4}$ cups (brown)
500 g	18 oz (1 lb 2 oz)			2 cups (granulated)
450 g	16 oz (1 lb)	2 cups		

As before, there are appendices at the end of the books. New appendices in this edition include: types of glassware, fashion silhouettes and recommended dietary allowances.

Section 1 The design process



Getting to know the design process

The design process is a useful approach to breaking down a problem or challenge so that a solution can be found. Instead of being overwhelmed by an impossible situation, the design process provides a way to work toward a logical solution. Because there are steps involved, it is easier to understand the important elements of the problem, conduct research, create a solution and test it.

As you work through this section, you will be guided by an application of the design process and will have the opportunity to practise using it to find a solution to a problem.

The design process



Figure 1 Getting to know the design process

In this chapter, you will:

- * list the stages in the design process
- * explain each stage of the design process
- * identify a problem, challenge or need related to Home Economics education
- * develop a design brief for the problem, challenge or need that you have identified
- * explore ideas for possible solutions
- * choose and develop the best solution
- * develop prototypes, models or solutions
- * test and evaluate the finished prototype, model or solution
- * communicate or present a report.

Have you ever come across a difficulty and had no clue about how to find a solution? Have you tried to tackle the whole problem but couldn't solve it? Let's look at how you can use the design process to work out solutions to problems.



Consider this

The design process involves several steps that will help you to think about what you need to do in order to solve a problem or make something. Because it allows you to experiment with more than one approach to get to the result, there is no right or wrong way to use the design process. As you work through the process, you may find that only some parts are suitable for the project on which you are working.

In this section, we are going to apply the design process to a scenario together. By the end, you will have created a unique solution to a problem, either on your own or in a group. Let's get going!

Steps in the design process

Figure 2 shows the main steps in the design process.

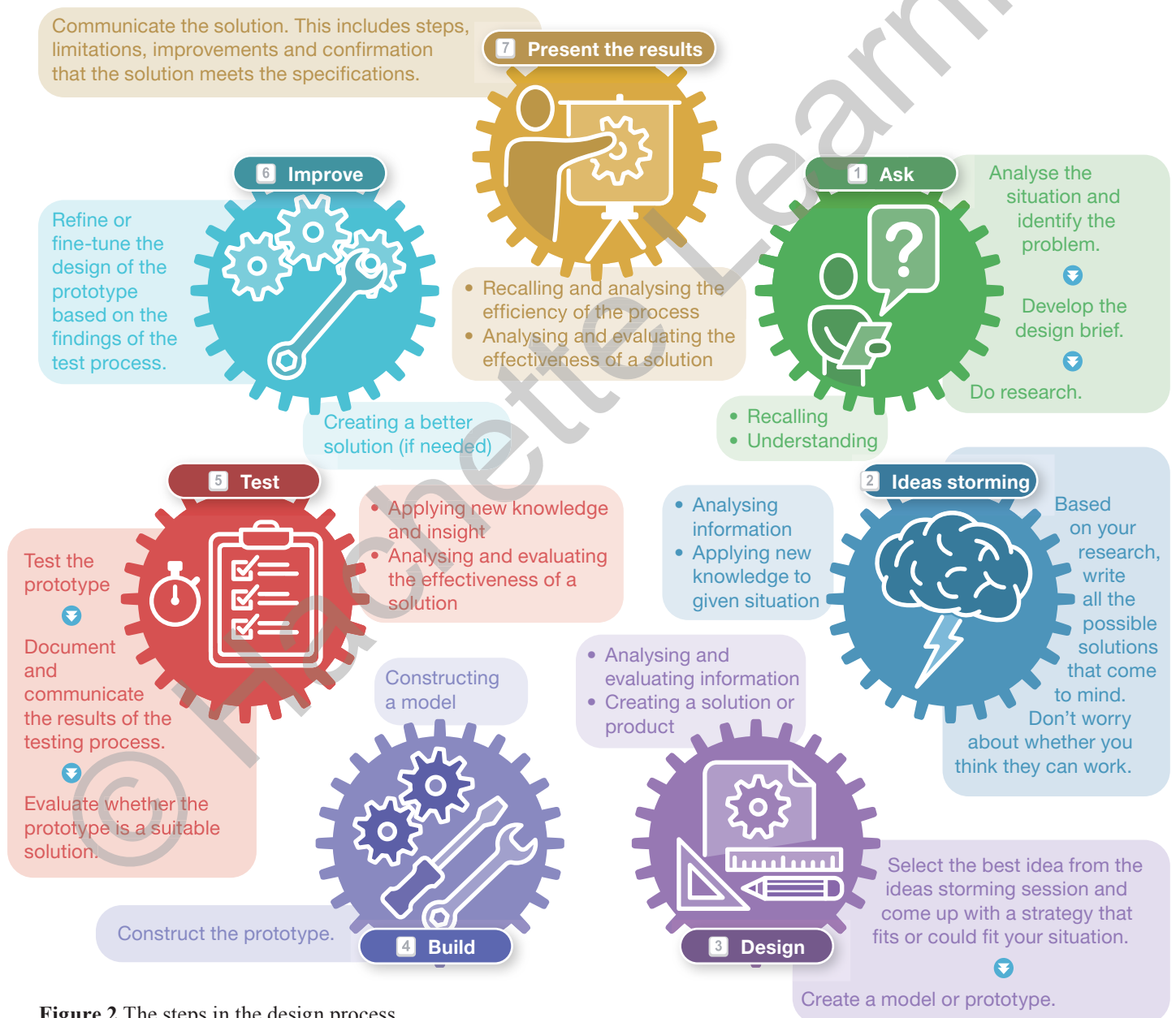


Figure 2 The steps in the design process

Reflect, research, report

The big question

How can the design process be used to solve or address some of the challenges faced by home economists in the Caribbean region?

Breaking this down

- 1 What do we know already about the design process?
- 2 What else do we want to know about the design process?
- 3 What are some of the challenges faced by home economists in the Caribbean? Make a list.
- 4 What do we think can happen in the Caribbean if solutions are not found for these challenges?
- 5 Do people in other regions use the design process to solve similar problems?
- 6 Can students use the design process to solve/address some of the problems identified?
- 7 Does a solution have to be a new idea or can an existing idea be improved for the region?

Sharing the information

A whole class discussion or group activity is a great way to explore the design process and how it can be used to solve problems or create products that are perfect for the Caribbean. You are never too young to find a solution to a problem.

Answering the big question

Now that you have done research and shared ideas with your classmates, consider these questions:

- 1 Do you think that you can use the design process to solve the challenges faced by home economists in the Caribbean?
- 2 What do you think are some of the pros and cons of using the design process to solve problems?

The design process at work

Problem-solving tips

Two things to consider are:

- understanding the challenge or the area that needs attention – for example, the challenges of preparing healthy meals for a convalescing vegetarian, and of how to prepare healthy meals for a football team while they are at training camp
- distinguishing between fact and opinion – for example, according to the Caribbean Food and Nutrition Institute, nutrition plays a major role in the management of conditions such as obesity, hypertension and diabetes in the region (fact); vegetarians are protein deficient (opinion).

Scenario

Ripe bananas are the main crop produced by your community. You have observed over an extended period that a significant number of ripe bananas are being discarded due to their low quality and appearance. The discarded ripe bananas have become both an environmental and safety hazard to your community. Use the design process to address this problem.

Let's name this one #goingbananas.



Did you know?

The design process:

- helps with the creative and innovative use of tools, materials, equipment, knowledge, skills and systems to solve real-life problems
- uses scientific, technological, engineering and mathematical (STEM) principles as a strategy to promote the imaginative selection and use of problem-solving resources
- uses a multi-disciplinary approach to address critical and complex issues/concerns faced by society.

STEP 1: IDENTIFY THE PROBLEM

Identify needs or problems by observing or thinking about a range of contexts that affect your life. The context is likely to be home, school, community, business and industry, your own interests and the physical environment.

The problem or challenge is central to the process. It is better to take the time to analyse the problem and the situation surrounding it than to waste your time, money and energy solving the wrong problem.

Some assessment is needed in order to identify a problem, although it must be noted that some problems are easy to spot!

Table 1 #GOINGBANANAS – identifying the problem

EVALUATION TOOL	EXAMPLES
Questioning is a simple and effective method of probing a problem.	You could ask about the ways that people use ripe bananas.
Observing means looking carefully and closely at the situation. Try to see things from the perspective of someone in the situation.	You could examine: <ul style="list-style-type: none">the uses for ripe bananas in your community, the region and globally, for example, culinary uses, beauty and self-care industry and environmental useshow farmers harvest bananas and the stage at which they separate them according to quality.
One of the ways to define the problem is through a questionnaire. You can get responses from a large number of people and because it is impersonal, people sometimes give responses they would otherwise be hesitant to give.	You could issue questionnaires among your classmates to find out: <ul style="list-style-type: none">how people use ripe bananas in their householdsthe types of banana products that they like to use or buy.
Can you think of anything else you could discover from questioning, observing or using a questionnaire?	

Developing the design brief

As soon as you understand the problem, you should write the problem statement. The problem statement comprehensively outlines the problem to be solved.

Design brief

#GOINGBANANAS

State the problem.

The main produce in this community is ripe bananas and a portion of the fruit is discarded because they are misshapen and of low quality. Bananas are used in many culinary and **consumer** products. There is a need to find an environmentally friendly, convenient and economical way of using the low-quality bananas.

State any special conditions related to solving the problem.

State what the solution should accomplish.

Researching solutions

Now that you have a design brief at hand, it is time to start looking for the information that can lead you to a successful design and solution. Sometimes the solution is easy to find. For example, if you miss lunch at school most days because the cafeteria line is too long, a simple solution is to pack a sandwich. Other problems can be complex and will need more information to solve them. For example, some plants in your herb garden will grow, whereas others will not thrive.

To research any problem, you will need to examine the following questions:

- Who are the users of the design? (Age, gender, **culture**, and so on.)
- Will it harm the environment?
- Will the design solve the problem?
- What are the social issues that might come up?
- Are suitable materials available at a reasonable price?
- How long will it take and how will it be made?
- What are the special features that must be considered?
- Are there similar designs around now?
- Will size, shape or colour matter?

Research materials

Information is available from several sources:

- **Media** – This includes traditional sources such as newspapers, radio and television, as well as social media platforms.
- **Market or product research** – Sometimes it is necessary to take a critical look at existing solutions and products.
- **Interviews** – Talking to experts or people who have an interest in a problem and its solution or those who are affected will provide additional information that can be very useful. Interviews may be conducted face to face or via telephone.



Figure 3 Market research sources

Make sure that your information is valid and bias-free by doing the following:

- ✓ Use reputable and reliable sources for both people and media resources.
- ✓ Avoid plagiarism. It is dishonest to use other people's information without permission or without giving them due credit. Always include a reference list.
- ✓ Use key words and phrases. Do you know what a Boolean search is?
- ✓ Consider the social and ethical effects of your research and the possible solutions. No one should ever be harmed (whether physically or mentally) in the process.

Research

#GOINGBANANAS

Imagine that you used the following forms of research:

- You issued questionnaires among classmates and community members to find out how they use ripe bananas at home. You discovered that people eat the ripened fruits, but they also found other ways to enjoy them, such as by making ripe banana fritters, banana bread, cookies and cake, smoothies and ice cream and caramelised bananas. Some people even froze the ripened bananas to use later.
- You conducted an internet research to find non-food products and industries where bananas are used as ingredients. You found that bananas are being used in commercial beauty products, such as body butters, lip balm and shampoo, because of their moisturising properties. You also found that bananas are being used as an alternative food source for ruminants (cattle and sheep), as well as for fertiliser in some parts of the world where they are produced in abundance.
- You visited bakeries, supermarkets, beauty supply stores and farm supply stores to see how food items, beauty products and fertilisers are packaged.

Write a specification

This is the step in the process where you take the time to reflect on all the information you have gathered so far and how the information is helping to define or shape your possible solution. However, it does not include how to solve the problem. A specification is a statement or list of six to eight elements of the problem. It should also include the limitations of the research, such as cost or time.

Specification

#GOINGBANANAS

- 1 The method must be suitable for ripe and overripe bananas.
- 2 The solution must use materials that are readily available to people in the community.
- 3 The product should be simple to make without complicated steps or expensive equipment.
- 4 Manufacturing the product should not hinder the normal activities of community members.
- 5 The product must be easy to store.
- 6 The product must be safe to use and should not harm the environment.
- 7 The product must generate extra income from its sale or save money through its use.

STEP 2: IDEAS STORMING

Generate ideas by exploring possible solutions

Carefully analyse all the possible solutions for the need or problem identified. In some instances, you can solve a problem with what you already know, but in most cases, you will need to find out new information and knowledge. This stage begins with an ideas storming session which, combined with information gathered from your research, should help you to arrive at possible solutions. You can sketch several possibilities and you should also consider a range of resources, including those in the natural environment.

Research

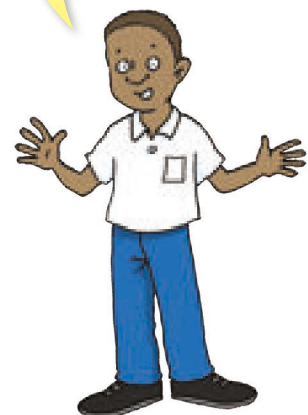
#GOINGBANANAS

The overripe bananas can be used to:

- 1 feed animals
- 2 make skincare products
- 3 make different food items
- 4 produce compost.

What are some of the other ideas that come to mind as possible solutions?

Remember to list all the solutions that come to mind. Next, analyse the solutions that you came up with during the ideas storming activity. Focus on the context of the problem.



STEP 3: DESIGN

Select the best possible solution

Look at all the ideas listed from the ideas storming activity and decide which solution is best to develop. Although the chosen solution should ideally, be the one that best satisfies the specification, other constraints such as time, cost or skills may limit the decision.

Before making your selection, you must consider and research the factors that are based on your situation. Ask the following questions:

- Will the solution be beneficial to others?
- Is the cost affordable?
- Will the solution be nutritious?
- Will the audience like (or use, purchase) your solution?
- Is it environmentally friendly?
- Is it sustainable to produce?

You can make a pros and cons list to help you narrow down your final selection. After that you will be ready to develop your prototype.

Table 2 Pros and cons list of different product ideas

IDEA	PROS	CONS
1	<ul style="list-style-type: none">• Cheap and readily available• Environmentally friendly	<ul style="list-style-type: none">• Costs incurred to preserve product, as well as for packaging for sale outside of the community
2	<ul style="list-style-type: none">• Cheap and readily available	<ul style="list-style-type: none">• Expensive cost of manufacture• Specialised equipment and knowledge required
3	<ul style="list-style-type: none">• Cheap and readily available• Nutritious• Versatile• Can be packaged for sale or donated to the less fortunate	<ul style="list-style-type: none">• Short shelf life
4	<ul style="list-style-type: none">• Cheap and readily available• Environmentally friendly• Can be packaged for sale outside of the community	

Can you think of additional pros and cons?

Select a solution

#GOINGBANANAS

When you think about the context of the problem and look closely at the pros and cons list, you decide that the best solution is to make different food items, because this meets the specifications. You select this option based on its ability to address the problem, the skill set of the people involved, cost, time, resources and sustainability.

STEP 4: CONSTRUCT A PROTOTYPE AND TEST THE SOLUTION

A prototype is a mock-up of the possible solution. It is the first working version that is used when designing the solution or products.

Developing the prototype involves the preparation of the selected design, including all the details that are important to the construction of the solution. You should set specific deadlines to make sure that the work is completed on time. Depending on the solution you select, you can follow several steps to developing effective prototypes.

Follow these steps to create an effective product prototype:

- 1 Develop a step-by-step plan.
- 2 Design a concept sketch or a detailed drawing of the design or product.

- 3 If you have access to the resources, establish a virtual model by using 3D modelling software.
- 4 Build or produce the physical model, which is a full-size or small-scale example of the object.
- 5 Find an experienced **manufacturer** to produce the prototype.

Developing the prototype is important for the following reasons:

- It mimics the real and future product or solution.
- Design errors can be discovered early.
- The correctness of the design can be tested before it is implemented.

Prototype

#GOINGBANANAS

Using creativity, a variety of products, such as caramelised bananas, banana pudding, banana oatmeal cookies, dried banana trail mix, banana ice cream or milkshake, and so on, will be made using the overripe banana as the main ingredient. Bananas will be frozen to keep them safe and fit to use. This will be done to reduce the number of discarded bananas while removing both environmental and safety hazards. Additionally, people who consume food products with overripe bananas will benefit from their nutrients, which are mainly potassium, manganese, fibre, copper, vitamin C and vitamin B6. Recipes will be developed for the products listed above.

ACTIVITY

For the purpose of this activity, the banana oatmeal cookies will be developed using the following steps:

- Develop an original recipe for the cookies.
- Conduct several modifications using sensory evaluation.
- Design suitable packaging and labelling.
- Package the cookies.

- 1 What prototype did you make? Explain the steps involved in making the prototype.
- 2 Create a label for your product. Sketch your label.

Remember, focus on the components that must be placed on labels. Can you see a label in your mind?



Research

#GOINGBANANAS

As you work on the prototype of the banana oatmeal cookies, you discover a few things that need to be adjusted during the process.

- 1 It takes time to prepare the bananas for the recipes and oxidation causes browning, the longer the process takes. You either have to work with smaller batches or prepare and freeze bananas in the quantities needed for the recipe.
- 2 The original recipe did not include salt, but after the first taste test, you decide to add a pinch of salt.
- 3 The cookies must be cooled completely before they can be packaged, otherwise the heat causes moisture inside the packaging.

STEP 5: TEST THE PROTOTYPE

At this stage, it is important to test the prototype against the specifications. If the design does not meet the specifications, you will need to make modifications. Another solution is necessary only if modifications cannot be made or will not improve the product enough to make it a viable solution.

This can be considered as product research, as you will ask people to assess whether your product works or is a solution. From their feedback, you can create a strength and weakness chart of your product as a guide to whether you will need to make changes or start over, or if you have found the perfect solution!

Make a record of:

- your test group – avoid family and friends as they may give biased responses
- the questions you ask
- the responses given – follow up with additional questions if needed.

Make or create the solution

Make samples of the various products, using the recipes developed, for community members to sample and provide feedback. Take this feedback into consideration. If you need to redo the products based on the feedback given, then do this until the community members are satisfied. The next step in this process (which you will not do as part of your project) is to develop a product line for advertising, marketing and distribution.

Make a sample of the products to be tested by a group of people:

- Decide who will be your consumers.
- How will you advertise the product?
- How many people will you target?

STEP 6: IMPROVE THE PROTOTYPE

This step may not be necessary for every project. It depends on the result from testing the prototype. If the reviews reveal a need to improve, you should look at the responses to see exactly where the concerns are. This will let you know what to modify or whether you need to start over again.

Remember that the product must be retested each time you make modifications.

Final evaluation against the original need or problem

An evaluation or test of the entire system or model proves whether or not the project does the job for which it is designed. You should review the specifications and requirements. Then ask the following questions:

- Does the design meet the need or solution?
- Is the solution visually pleasing?
- Did the process follow a logical sequence?
- Is the product or system safe to use?
- Were suitable resources used?
- Is the solution environmentally friendly?
- How could the design or solution be improved?

As a student, you are required to create a product or design a system that solves the original need. In industry, a model is usually built first and then the final product is developed from it. However, in the classroom, the model is the final product.



STEP 7: PRESENT THE RESULTS

This is a written report or oral presentation that should provide evidence of work you did in analysing, planning and designing, carrying out the practical work, evaluating and communicating. The solution should be displayed at this point.

Did you know?

Once you test and evaluate your solution, and if it does not solve the problem or address the need identified, you are expected to make appropriate adjustments until you are satisfied that it does address the challenge or need.

Career corner

How to become a food scientist

Food scientists (also known as food technologists) rely primarily on chemistry, microbiology and other sciences to research food composition, as well as the processing and deterioration of food products. They investigate:

- the nutritional content of food
- new food sources
- ways to make manufactured food safe and healthy for human consumption.

Key responsibilities

Food scientists generally work for government agencies, food processing companies and academic institutions to:

- improve the manufacturing and nutritional value of the foods we eat
- alter a food product's natural nutrients, flavour, texture or appearance, as well as its packaging and production processes.

Key requirements

Undergraduate (entry level) or graduate degree in Food Chemistry

Salary

On average: USD 50–60 000 per annum



Figure 4 A food scientist at work in a laboratory

Chapter 1 Family living



Figure 1.1 Family means different things to different people

- What does the word 'family' mean to you? Who are the members of your family?
- The word 'family' comes from a word that means 'household'. Today, family means a lot more than household. It means a group of people living together, usually, related biologically, by marriage, kinship or adoption, and sharing their resources and responsibilities.
- The family may be big or small, depending on the number of children. The children may be produced by their parents or they may be adopted. Children who are brothers and sisters are called siblings. Parents must take full responsibility for their children, but each member of the family has specific roles that benefit the whole family, as well as the community.
- What does your family look like?

In this chapter, you will:

- * define the term 'family'
- * identify the different types of families
- * explore family roles, functions and characteristics
- * explain the family life cycle
- * discuss the importance of the family unit
- * explore personal, family and societal goals and values
- * identify the community resources that support families
- * differentiate between personal, family and societal goals and values
- * develop a decision-making and problem-solving process
- * examine the role of decision-making and problem-solving in conflict and conflict resolution.



The importance of the family – Part 1

Planning a play

Imagine this scenario.

Brother allegedly killed by sister after assaulting mum

A teenager, who members of the community have described as being violent and unstable, was fatally shot by his older sister after he used a folding metal chair to assault his mother at their family home on Saturday morning.

According to the police, the deceased, identified as River James of Salem District, started an argument with his mother at about 7:15 a.m. as she prepared the family breakfast. Reports are that the 16-year-old stayed out late the night before and became enraged

when questioned by his mother. He allegedly destroyed furniture and appliances before attacking his mother with the folded metal chair, which he used to strike her across her shoulder and back.

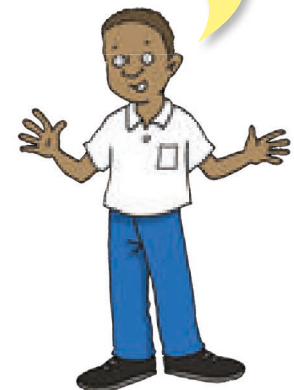
His siblings attempted to restrain him. He pulled a handgun on them, but was overwhelmed and shot with his own gun by his 21-year-old sister. It was reported that she went into shock and is being treated at the same hospital as her mother.

- 1 What do you think caused this situation?
- 2 What do you think can be done to prevent this from happening to you or other families in your community?
 - a Work in groups to do some ideas storming for a community campaign that encourages improving family relationships and conflict resolution. The main event in the campaign must be a play supported by other ideas that reinforce improving family relationships and conflict resolution. As part of your research, ask yourself the following questions:
 - What are some of the issues that cause conflicts in families and in communities?
 - What role can the family unit play in resolving these issues before they become major conflicts? If the issues do become major conflicts, are there resolution strategies that can be used to prevent tragic outcomes?
 - b Create a timeline for planning and implementing the solutions.
 - c In your group, plan a play that can be used to educate the people in your community about the importance of family relationships and conflict resolution.

This activity is to get you thinking about the family unit, its responsibilities to its members, its role in the community and how relationships and issues within the family can have an impact on the rest of the community. This chapter will help you to find some of the information needed to work through the group activity, but more importantly, reading the chapter will lead you to thinking more about the importance of the family unit in the maintenance of the community.

The family

In this chapter, you will learn about the importance of family life and how the things you learn from your family help you to function in the wider community. The chapter will also help you to understand the life stages of the different generations that form part of a family, and how their experiences contribute to the unit. From the day you were born, you became part of a family, which is your first social group.



You are a unique and special person. Your name and physical features are special to you and your ancestors. Some families enjoy being together, sharing and caring for each other. Part of this sharing and caring involves developing goals and values, and learning lessons about how to make decisions and resolve conflict. All of these help you to contribute to your community.

You may have heard the word 'family' all your life. You may have seen several groups of people living together in their own homes. Some people say the family is the prime unit or foundation of society. It is through the family that everyone is able to appreciate the strengths of others. Families can only continue to exist if they are supported by the community and society. Family living, therefore, is the most important lifestyle in society.

WHAT IS A FAMILY?

We can define a **family** in many ways, for example:

- two or more people connected by marriage, blood or adoption
- a social unit
- a typical single household
- members in given social positions – spouses, parents, children and siblings.

Can you use the above examples to create your own definition of 'family'?

Consider this

A family may be big or small, depending on the number of members. Parents are expected to take responsibility for their children, but each member of the family has specific roles that benefit not just the family, but the community as well.

The modern definition states that a family is any combination of two or more people, bound together over time, by ties of mutual consent or marriage and/or birth, adoption or placement, and who take responsibility for various activities of daily living, including love.



Did you know?

The concept of 'family' is universal because it is found in some form in every society. The functions of the family are similar, regardless of culture.



Figure 1.2 A family sharing a meal

ACTIVITIES

- 1 Collect pictures of your family and place them in a family book. Write labels for the pictures to identify individuals and activities.
- 2 List your needs and compare them with your family's needs.
- 3 View at least one television programme that portrays the family. With a partner or in small groups:
 - a discuss the relationships between the members of the TV family
 - b discuss the relationships between the members of your family (optional).

Types of families

Your family is one of many different family groups that make up a community. The most common types of families include:

- the nuclear family
- the single-parent or one-parent family
- the extended family.

Sometimes you may hear families identified by other names, such as 'foster family', 'blended family' or 'new-extended family'. These names are variations of the most common family types and will be explained.

THE NUCLEAR FAMILY



Figure 1.3 The nuclear family

The **nuclear family** is the most basic type of family, which includes a woman and a man together, with or without children. The children can either be born to them or adopted. The family generally lives together in the same home. Typically, but not always, the adults in a nuclear family are married.

THE SINGLE-PARENT FAMILY

A **single-parent family** consists of one parent and dependent children without the presence and support of a spouse or partner to share the responsibility of parenting. This parent provides for the child or children and sees that all their needs are met (Figure 1.4). It consists of a mother or father and children. This family may include a step-parent or step-children.

THE EXTENDED FAMILY



Figure 1.5 The extended family

An **extended family** consists of a nuclear family and other close relatives, such as grandparents, aunts and uncles, living in one household.

Extended families consist of several generations of people and can include biological parents and their children, as well as in-laws, grandparents, aunts, uncles and cousins.

An extended family may be described as a social unit that contains the nuclear family together with blood relatives, often spanning three or more generations, to include grandparents, uncles, aunts and cousins.

An extended family can also be called a complex family, joint family or multi-generational family. The 'core' of the family is the nuclear family, the parents and their children, along with additional relatives who are considered 'extended'. This family unit is common in southern and eastern Europe, Asia, the Middle East, Africa, the Pacific Islands and Latin America, but it is less common in western Europe and North America.

Members of an extended family share the accommodation, the jobs in the home or field, the meals and the finances. Members pool their finances and ideas together, which helps them to reduce costs. Members also provide one another with friendship, company and security. They rely heavily on one another for support, for example, grandparents sometimes care for young family members.

Extended families do well for the following reasons:

- **Economics** – When there are more adults in the family unit, there are potentially more people able to contribute to the family **budget**.
- **Health** – As family members age, it is often practical for them to move in with family members who are capable of providing care.
- **Divorce** – In some instances, a divorced parent will return to their parents' home, sometimes with their children.



Figure 1.4 Single-parent or one-parent family

OTHER NAMES FOR DIFFERENT FAMILY TYPES

Family types can change from time to time for various reasons, including divorce and separation.

The blended family

People may start their lives in a nuclear family consisting of a father, mother and siblings. However, the divorce or death of a parent may result in a single-parent family. If a parent decides to remarry a person with children, then the two families combine and a new family is instantly created. This family may be called a **blended family** (Figure 1.6), because the remarriage includes children from previous relationships.

These families have their own unique problems and joys. While a parent is likely to approach remarriage and a new family with great joy and expectation, the children or the new spouse's children may not be nearly as excited. There might be feelings of uncertainty about the upcoming changes and how they will affect relationships with their biological parent. Sometimes children may be anxious about living with new stepsiblings, whom they may not know well, or worse, they may not even like.

The foster family

A foster family may be described as one that provides custody or guardianship for children whose parents are unable to look after them. Foster parents are people who officially take a child into their family for a period of time, without becoming the child's legal parents. The child is referred to as their foster child. The family may include one or more non-related or non-adopted children. Children may be placed in these families by social services. A social worker may visit some foster families often, to make sure the children are being properly cared for.

Sibling family or household

A sibling household consists of children living by themselves because their parents:

- have died
- have migrated
- have abandoned them.

In these situations, the eldest sibling who is usually the most responsible and who works, provides for the younger children.



Figure 1.6 The blended family

Did you know?

Some children live on the streets but need care. A foster care service or home would legally provide them with shelter and care.

Subject link

The impact of labour-saving devices on the changing roles of the family links to technology.



Figure 1.7 The sibling family

Consider this

Alexia is a 21-year-old university graduate who found a job in the banking sector. Her mother, a single parent to two younger children aged 16 and 12, accepted an offer to work overseas in order to earn money to take care of her children. As a result, the children were left in Alexia's care.

Share your thoughts by responding to the following:

- If you were Alexia's sibling, how would you accept her as your caregiver?
- How would you feel about your only parent leaving to work in another country?
- Would you feel secure?

Families differ

People understand the word 'family' differently. If you look around your neighbourhood, community or village, you may see that families are not all the same. Some differences are easy to see, while others are more difficult. A family's customs and values may mean that they dress and speak differently, and eat different foods. They may also have different views on subjects such as education, religion and politics.

Families may have customs that they have followed for generations. Some families live according to their religious beliefs, while others follow their traditional customs. In these instances, families obey rules and behave in certain ways, because these beliefs and customs are part of their culture and important to them. You may be able to trace your family's history and traditions using old documents, records and letters, or by listening to older family members.

Physical appearance can also be another difference. Often you may hear that you look like your parents, which means that you have inherited some of their features. This is called **heredity**. You look similar to your parents and other members of your family because you all share the same genes. You can change some features, such as your hair colour, by using modern technology and products, but you can't change other features such as your height or the size of your feet.

Environment also plays a large part in shaping the behaviour of your family. Your environment includes the community that you live in, as well as the people, places and things that are around you. These influence who you are and what you do. Sometimes you can change the environment to meet your needs. For example, your family may move to a new location or you may make new friends, or you may just rearrange your room.

It is important, therefore, how the members of your family relate to one another inside and outside the home. The way you feel, share and interact, the activities you become involved in, the privacy you enjoy and the adults you have as role models are all important influences on you and your life. Figure 1.8 shows the influences that affect every child.

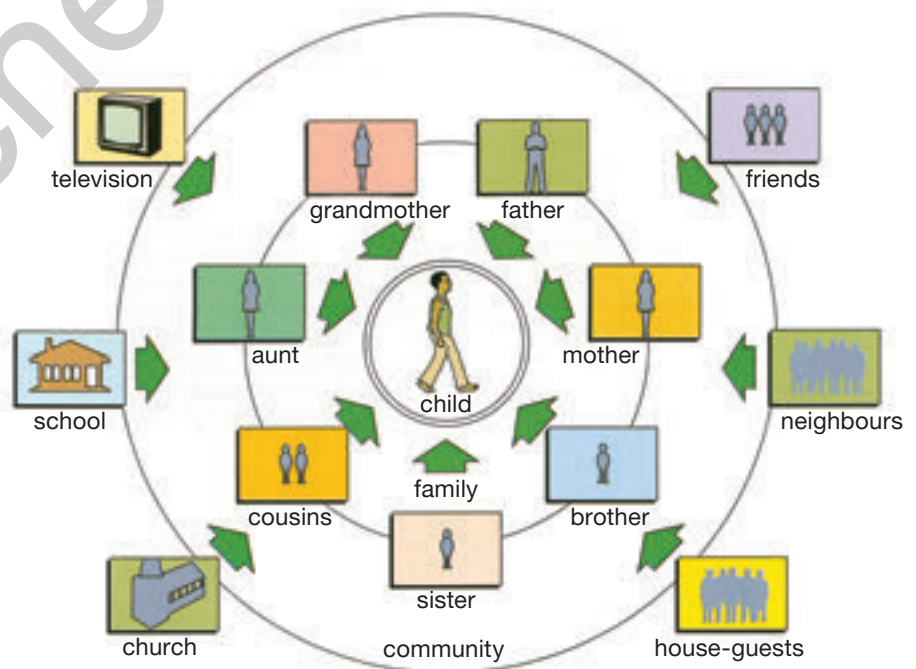


Figure 1.8 Influences that affect you



ACTIVITIES

- 1
 - a Look around your community and create a table or spreadsheet to document the family structures that you observe.
 - b Collect pictures that are representative of the family structures that you observed in your community. Use them to create a pictograph or poster to share the findings of the family structures in your community.
 - c Compare and contrast at least two family structures that you observed in your community.
 - d What do you think are the characteristics of a healthy family? Create a poster or a series of posters that shows these characteristics.

Remember to be sensitive to people's emotions and situations. Never write or say anything that can be offensive or harmful, and keep the information anonymous (do not include names that can identify the families observed).

- 2 Copy and complete the table below. Match each family description with the correct type of family, and fill in your answer.

Nuclear Extended Single Blended Joint Foster

FAMILY DESCRIPTION	TYPE OF FAMILY
a A married man and woman and their biological children	
b A mother or father who, through divorce or separation, is raising children alone	
c A family that consists of parents, grandparents, uncles, aunts and cousins, living together	
d Parents who provide a child with a substitute family	
e Parents in a family in which one or both spouses may have been married previously	

- 3 Show your knowledge of your family history by completing the checklist below. Copy the numbers into your notebook and then write your answers next to each one. Where options are given, write your selected option.

Checklist: My family

- 1 My name is _____.
- 2 I was born in _____ (town/parish) _____.
- 3 I live in: a suburban area _____ / an urban area _____ / a rural area _____
- 4 My parents have _____ children.
- 5 My parents have lived here: less than 5 years _____ / 5–10 years _____ / 10–20 years _____ / 20–40 years _____.
- 6 My grandparents have lived here for _____ years.
- 7 My mother works at _____.
- 8 My father works at _____.
- 9 My family is religious: yes _____ / no _____
- 10 My family is active in community affairs: sometimes _____ / a great deal _____ / very little _____
- 11 My father/mother comes from a different culture or community: yes _____ / no _____ / where? _____
- 12 My mother's parents are from _____.
- 13 My father's parents are from _____.
- 14 a My mother's parents are / were active in: church _____ / politics _____ / community _____
 b My father's parents are / were active in: church _____ / politics _____ / community _____

ACTIVITIES

- 15 a My mother's parents had _____ children.
b My father's parents had _____ children.
- 16 The members of the family live: close by _____ / far apart _____
- 17 My grandparents keep in touch through: visits _____ / letters _____ / celebrations _____
- 18 My family celebrates: birthdays _____ / anniversaries _____ / weddings _____
- 19 My family goes:
a on vacation: sometimes _____ / rarely _____
b on family outings: sometimes _____ / rarely _____
c to fetes: sometimes _____ / rarely _____
d to parties: sometimes _____ / rarely _____
e to see films: sometimes _____ / rarely _____
- 20 My family has: many friends _____ / few friends _____

Subject link

Use mathematical concepts to develop graphs, lines, tables and mapping to illustrate different family forms.

The functions of a family

The functions of a family refer to the ways in which a family unit performs its duties to benefit each member of the family. Although what makes up a family varies greatly across cultures, the functions of a family are remarkably similar from culture to culture. The family is expected to provide for the basic needs, such as food and shelter, for all members.

The functions of a family include the following:

- **Reproduction** – Families reproduce to continue life and the family line, and so you may have siblings and relatives by blood or adoption. This function is called reproduction. It is important because young members of the family form a new generation of the family. It will also increase the population of the country.
- **Affection and protection** – Your family also provides for the basic needs of all its members and gives you a feeling of love and security. This is the protective function. Do you remember learning to walk? Your family would have guided you as you took your first steps and made sure that you were safe.
- **Socialisation of children** – This function is important to make sure that children become responsible citizens. It achieves this by teaching the rules and expectations for behaviour, both within the family, as well as in society. The family is viewed as a miniature social system, with parents as the chief promoters and enforcers of social order. Your family provides a feeling of belonging and sets the standard by which you relate to other members of the family and the public. It provides training and care to prepare you for society. You learn how to fit in or socialise with family members and people outside the family. This is carried out through education, religion and learning social relationships for becoming a responsible citizen.

Subject link

You will learn more details about the family unit within society and the transmission of values and culture in Social Studies.

- **Transmission of culture** – Your family also provides you with examples of how to live and behave, and may pass on certain traditions, customs and property. It passes down traditions from generation to generation in the form of language, beliefs and attitudes and goals and values. In this way, the family expects you to achieve and maintain the family status. Your family may also teach you how to spend money wisely and how to communicate with social institutions that provide you with goods and services.
- **Conferring status** – Confer may be referred to as giving or bestowing something to someone. The term ‘confer’ also means to award or hand over something such as a medal to a winner or hero, or status. Status may be ascribed (family name) or achieved (earned from society). Ascribed status indicates that the status is conferred as a result of the family’s position in society. For example, in the royal family the status of Prince/ Princesses/ Duke/ Duchess is usually ascribed at birth. Likewise, your gender, name, citizenship, religious rites and membership in a certain community. Achieved status, as the name suggests, is something that is earned, generally as a result of hard work. This status is usually conferred by institutions in the society, for example, universities. We achieve education that can change our status in life.

Consider this

Recent Pan American Health Organization (PAHO) research recommends that parents and guardians in the Caribbean region stop covering up issues of incest and sexual violence by fathers, stepfathers, uncles, grandfathers and neighbours. This contributes to teenage pregnancies in the region.

The roles of family members

Each member of a family has certain roles and responsibilities. These roles are necessary to support and maintain the family unit. The family members are also expected to behave in a certain way based upon their position or status within the family. The roles played by family members are based on the needs of the family and can change over time. For example, traditional roles are changing, with family members sharing or taking on one another’s responsibilities.

You need to fit into your family unit and it should be a place where love, respect and responsibility are shared and taught. Therefore, it is important that you know the role or behaviour that is expected of you.

Everyone in the home should share family activities and tasks. For example, you are a son or daughter, a brother or a sister and a friend. In each situation, you behave differently and do different tasks.

As a son or daughter, your role probably includes helping with household chores. As a sister or brother, you may be tasked with caring for a younger sibling. As a friend, you may be a confidant to your peer.

The roles and responsibilities of people within a family depend on the decisions made by the family and whether the members are comfortable with their roles. In Table 1.1 on page 28, you may be able to identify the role of several of your family members. Within every family, roles may differ; they may be performed by different members and they may change over time. Copy and complete the table.

Subject link

You will learn about reproduction and the genetic links that biologically related family members share in Science.

Table 1.1 Roles in the family

Who does the following in the family?	Roles					
	Mother	Father	Me	Brother	Sister	Grandparent or close relative
Cooks the meals						
Cleans the house						
Sews the clothes						
Washes the clothes						
Washes the car						
Takes the children to school						
Does the shopping						
Drives the car on family outings						
Gets up to investigate if there's a prowler around						
Washes up after meals						
Chooses the new car						
Goes to Parent-Teacher Association meetings						
Mows the grass						
Cares for the children when they are sick						
Takes the children to the doctor						
Helps the children with their homework						
Takes the children to church						
Pays the bills						
Does most of the work outside the home						
Gets up first in the morning						
Sleeps the longest						

ROLES IN A FAMILY

The traditional role of a **parent** is usually to:

- provide love and care for the children
- provide moral guidance for the children
- provide basic needs, such as food, shelter and clothing, for the family
- provide the children with quality education
- make sure that the whole family is comfortable, according to the family's earnings
- protect all family members and keep them safe
- cook for the family
- keep the house and the surroundings clean
- nurture the children
- see to the moral education of the children
- ensure proper hygiene within the family
- supervise the children's homework.

The role of **children** is to:

- be respectful of the parents and other adults
- help with household chores
- run errands for older members of the family
- follow the family traditions
- keep the family name alive
- be good representatives of the family in the outside world
- help to look after younger siblings.

Grandparents are usually part of an extended family unit and play an important role in the development and support of the family by:

- taking care of the children when parents go to work
- taking care of the household in the **absence** of the parents
- teaching children about the traditions of the culture and rituals they should follow.



Figure 1.9 All family members play a role

Technology has also supported the changes in **family roles**. Household appliances such as washing machines, dishwashers, microwave cookers, mixers and blenders can be operated with ease by almost any member of the family. Furthermore, the computer has helped to change the way some things are done in the home.



ACTIVITIES

The government in your country is introducing Family Day as a new public holiday. The announcement, which included different categories of competition, was made by the Minister of Social Security at the launch of events for Children's Month.

- 1 You've decided to enter the video competition in your age category: **Family empowerment – Recommitting to the roles and functions**

Create a short video that outlines how the roles and functions of the family benefit family members, as well as the community.

- 2 One of the competitions announced by the Minister of Social Security is aimed at encouraging family unity. After careful consideration of recent headlines about domestic violence, you have decided to enter a poster competition that promotes family traditions as a way of improving family unity.

Create a poster that shows how family

unity is strengthened through at least four activities that members could do together or for each other.

Father reports bullying
by teenage sons

Parents remanded after video
of vicious child abuse went viral

Siblings in custody over robbery and
assault of grandmother visiting from the US



ACTIVITY

The importance of the family – Part 2

Writing a script

Since you've read this far in the chapter and have done some research using other media, you are more familiar with the issues that can cause conflict within a family and the wider community. Based on the decisions in your group, it is now time for you to write the script for the play that you planned in Part 1, question 2c on page 19.

- 1 Select a portion of your script to perform in class.
- 2 Record the play using a phone or another device if a camera is not available.
- 3 Play the recording in class and note the comments from your peers about what works, as well as the parts that can be improved.

Subject link

Sketches or photos for the various family forms link to Visual Arts.

The family life cycle

The family life cycle is a series of stages through which a family passes over its lifetime. These stages include:

- a single young adult who gets married
- a family with young children
- the children leaving home
- a family in later life.

Essentially, the cycle begins with two young people, then grows into a larger group with the addition of children, and finally returns to a pair of two older people.

The family life cycle passes through distinct stages. Even though the stages overlap each other, each stage still has clearly defined conditions and problems. The family life cycle is divided into three major stages:

- beginning
- expanding
- contracting.



Figure 1.10 Stages in the family life cycle

It is interesting to watch families go through these patterns of change. Most of the changes happen gradually. However, no two families arrive at the stages in quite the same way or at the same time. In each stage, your family will face changes and challenges. Family members may deal with new opportunities and set new goals.

ACTIVITIES

- 1 Identify three families in your community who represent the three stages in the family life cycle.
- 2 Outline three features of each of the families.

THE BEGINNING STAGE

This stage is referred to as the establishment of the family as it starts with the union of two adults and ends with the birth or adoption of the first child. During this period of establishment, the partners become more familiar with each other, their in-laws, values and lifestyles, among other things. During this stage they will develop short-term and long-term goals and make decisions as to how to achieve those goals.

At this stage, the couple must develop strategies to find common ground about their feelings and attitudes, which may be different because of their life experiences. This will help to reduce conflict and promote a better understanding between the couple. The couple needs to reach that state of agreement before the arrival of the first baby.

Here are some ways that the couple can work together:

- Share the responsibilities for the day-to-day household maintenance.
- Decide on how the money earned will be spent.
- Allocate resources to decide who will be responsible for which resources.
- Make provisions for the necessities for each other.
- Communicate personal needs to each other.
- Ask for support from responsible relatives and trusted friends, where necessary.
- Decide together whether to have children.
- Follow a democratic decision-making strategy for all family activities, including the financial activities at this stage.

THE EXPANDING STAGE

This is the longest stage in the cycle. It spans from the birth of the first child to when the last child leaves home. The family pattern and lifestyle will change during this stage because of the addition of children. The family's needs and resources will shift over time. For example, when:

- the children are very young, there is a greater demand on the mother's time
- children start going to school and college, the demand on financial resources may be greater.

As more children are added to the family, the demand on resources becomes more complicated, because of the need of each child. For example, there may be a great demand on the mother's time because there is a two-year-old child. At the same time, there may also be a demand on the family's finances because there is a child in Grade 7.

During this period, major changes take place. As each child is born, the family expands further. It needs more food, money, clothes and space.

- Parents may find this to be a difficult time as they cope with all the extra demands.
- Parents must make decisions about issues such as how they will share the added workload in the home.
- They may have to rearrange their work schedules.
- In some cases, grandparents, aunts and other relatives or hired help may look after the children.
- Parents must adjust from time to time to cope with any expected and unexpected changes.



Figure 1.11 Welcoming grandparents

THE CONTRACTING STAGE

This stage comes gradually but moves swiftly. It starts when the first child leaves home to go to work, university or to start their own family. This pattern generally continues until the last child gets a job or establishes a home.

The original couple are now on their own again and sometimes become lonely. Adults and children may visit on vacation and at holiday times. The couple may also visit their adult children.

Table 1.2 The stages of a family

STAGE	SUB-STAGE	CHANGES	CHALLENGES
1 Beginning	<ul style="list-style-type: none"> The couple sets up a home. 	<ul style="list-style-type: none"> Both partners may be working outside the home. Both partners may continue education and training that is related to their jobs. Both partners may decide not to have children. 	<ul style="list-style-type: none"> Adapting into the new family system – getting along with the in-laws Including your spouse in your relationships with your social group of friends Developing a healthy sexual relationship for making your marriage work Combining and managing resources, especially financial Finding a place to live Taking part in recreational activities and hobbies Considering each other's needs Readjusting goals and values
2 Expanding	<ul style="list-style-type: none"> The couple's first child is born or adopted. The couple's family grows with having children, raising children and developing children's interests. 	<ul style="list-style-type: none"> Parents may invest in equipment and materials for the baby. Parents may be kept busy with the care of the baby. One parent may give up an outside job to look after the baby. The baby grows from a toddler to a child of school-going age. Parents may have new babies, together with having schoolchildren and teenagers. Children may develop interests outside the home. Children may take over some of the family jobs at home. Children may take part-time jobs outside the home. 	<ul style="list-style-type: none"> Adjusting to the new role of parenting Experiencing fear and anxiety about coping with the responsibilities of this stage Caring for the baby takes a great amount of time Limited time to spend together as a couple Strain on the finances Decreased social activity Postpartum depression Miscarriages Limited support from friends and in-laws

STAGE	SUB-STAGE	CHANGES	CHALLENGES
3 Contracting	<ul style="list-style-type: none"> Children leaving home The empty nest Retirement 	<ul style="list-style-type: none"> Older children may leave home and attend university or marry or begin full-time jobs. A parent may return to work when all children have left home. Parents may become grandparents. Parents may plan for retirement. Parents may develop new interests and find other jobs. Parents may be asked to give financial assistance to their children. Parents may spend some time caring for their grandchildren. Parents may become involved in new activities such as cruises and holiday tours. 	<ul style="list-style-type: none"> Loneliness as a result of the empty nest Health and energy levels may decline Grief due to the death of a life partner Financial challenges as pensioners Mobility issues – may need help at home Feeling of abandonment, especially if they are not visited regularly by family and friends

ACTIVITY

Practical work

In groups of three, conduct an interview with an older couple in your community to gather information on the following:

- 1 What were some ways in which the couple bonded together at the beginning stage?
- 2 What were some of the challenges they encountered?
- 3 How prepared were they for the expanding stage?
- 4 What were some of the challenges they faced at the expanding stage?
- 5 What coping strategies did they use to overcome the challenges?
- 6 How do they feel about the stage they are now in?
- 7 What are the advantages and challenges of this stage?
- 8 What five recommendations would they provide to help the younger generation cope?

Document your findings and share them in your Resource and Family Management class.

Career corner

Building a career in social work in the Caribbean

There are several institutions in the Caribbean that offer training programmes for those who intend to build a career in social work. One of the advantages of training at these institutions is that the programmes are developed according to the social needs that are specific to the region.

- Social work programmes of study at regional institutions such as The University of the West Indies, University of the Commonwealth Caribbean, College of Science, Technology and Applied Arts of Trinidad and Tobago and Northern Caribbean University range from undergraduate to postgraduate degrees.
- Some community colleges offer a diploma or certificate in social work that allows for matriculation for further studies in the field.

There are several other family life careers, for example:

- parenting educator
- teacher
- family counsellor
- family therapist
- family support officer
- victim support officer.

Do some research to find which ones interest you the most. Compare two careers that you think have similarities. Present a report to your class that covers both the career that you selected and the comparison of careers.

Do it yourself

WRITE A DESIGN BRIEF

As a member of your family, you want to ensure that your family is successful. Identify a need or a problem that you would like to address in the family and develop a design brief.

- Research and explore the issue by asking critical questions about the issue. What are your design constraints?
- Use ideas storming to find possible solutions that address the issue or need that you have identified. At this stage, look at the pros and cons for the solutions identified.
- Choose one of the proposed design solutions, describe it in detail and justify your choice. Ensure that the choice represents the solution that best fits the need, or the issue identified.
- Write a description of the model that you will use to address the issue or need. Get it ready for testing with the family.
- Test the prototype by asking questions, observing to see if the issue is being solved. Sometimes, at this stage, you might have to retest.
- Evaluate to see what worked and what did not work regarding your designs and why.
- Share your results with your class.

Community resources

In the same way that, as a student you need the support of your teachers, your parents, your peers and countless other individuals to succeed, the family as part of society, cannot succeed on its own. There are many community resources that the family can rely on to support them. Community resources are government agencies and non-profit organisations dedicated to serving or supporting the specific needs of family or community members. These agencies and organisations include healthcare, child welfare, education, teenage concerns, employment, domestic violence, and so on.

Sometimes issues that could be avoided or resolved do not get attention because family or community members do not know that these agencies and organisations exist.

Community resources are necessary because they improve the quality of family and community life. They are usually run by people who have expertise in a specific area and who can give the best information and find solutions to issues. When these resources are used, they can effectively promote better families and communities.

ACTIVITY

The importance of the family – Part 3

Exploring community resources

- 1
 - a What are some of the community resources available in your country?
 - b In your groups, arrange to visit one of these agencies or organisations.
 - c Make a report to your class. Include the purpose of the agency or organisation, what you observed and how things can be improved.
- 2 Create a directory of community resources that are available to families and community members. This directory should include an address and contact information such as telephone number and email address. This can be printed and distributed or you could create a QR code that allows people to access it digitally.
- 3 Create a map that shows the location of each community resource.

Remember that some of these agencies deal with serious issues that could impact someone's welfare or security, so be sure to find out the proper procedure and make the necessary arrangements before visiting.



Understanding discrimination and stereotypes

People are influenced by different things and sometimes show prejudice, or they may discriminate against and stereotype others for reasons such as appearance, religion, social status, belief systems, nationality and level of education. Prejudice, discrimination and stereotyping are often learnt first within families and then reinforced by the wider community. They are also the result of inequalities within a community, where one group is viewed as being better than another group.

We can define 'prejudice', 'discrimination' and 'stereotypes' as follows:

- **Prejudice** is a negative belief about someone, or a group based on the assumptions about their characteristics. For example, the belief that people who practise certain religions are more likely to be terrorists.
- **Discrimination** is when someone deliberately acts on a prejudice. For example, people may be denied service at a hotel because of their race.
- A **stereotype** is the assumption that people who share certain characteristics are similar. For example, a police officer may believe that people who live in underprivileged areas are criminals.

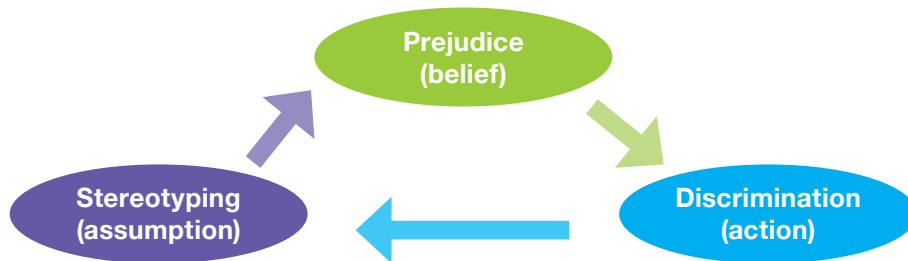


Figure 1.12 The effects of discrimination and stereotyping when someone is prejudiced

Discrimination and stereotyping are so commonplace that we don't often think of the impact they have on people. More than likely, everyone at some point or the other has been exposed to some sort of prejudice, discrimination or stereotyping and, more than likely, it was not a good experience.

People who are subjected to discrimination and stereotyping often believe the negative views about themselves, which results in low self-esteem, anxiety and depression. Others may become aggressive and act out in defiance. Either way, the impact is negative and can take many years to undo, if circumstances allow.

DEALING WITH DISCRIMINATION AND STEREOTYPING

It is never easy to deal with issues that negatively impact self-esteem, but there are tools that people can use to help them handle their reaction to other people's negative views of them. One such tool is the **practical reasoning process**, as shown in Figure 1.13.

The practical reasoning process is a four-step procedure that allows you to evaluate a situation and the impact an action has on other people.

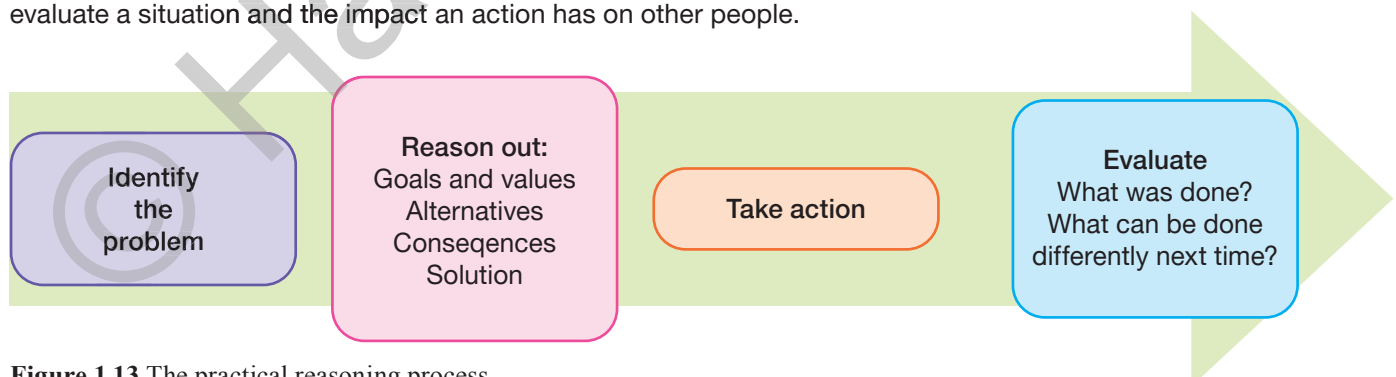


Figure 1.13 The practical reasoning process



ACTIVITY

Practical work

- 1 Watch a movie or a video clip about racism, gender, religious or sexual prejudice.
- 2 Based on the movie or video clip, how do stereotypes affect people?
- 3 Imagine that you are in this situation. Use the practical reasoning process to identify the problem, including how the stereotyping made you feel. Then reason out the situation and describe the action that you would take to your classmates. Based on their feedback, evaluate your proposed action and say what you would do differently the next time.
- 4 Use the internet to conduct some research about how we can reduce or remove stereotyping from our communities.
- 5 In your group, perform a skit on how to recognise and discourage stereotyping.

Goals and values

Family is the first point of social contact for most people and it is in this social unit that children learn their first goals and values. As children interact with other people outside of the family, their goals and values multiply, shift or change completely. Earlier in this chapter, you learnt about the factors that influence the child; these factors also help to shape goals and values.

GOALS

Goals may be defined as targets to achieve in a given time. As people go through the various stages in life, their goals change. Sometimes the change is because the goals have been achieved, and it is time to think about new goals. In other cases, people's circumstances change, and their goals have to change to fit the new circumstances.

VALUES

The goals that you set are usually influenced by your personal values.

Values are those beliefs, ideals, attitudes or principles that give meaning and purpose to your life. They guide the actions that you take. They determine the priorities you set.

Values are formed by your interaction with your environment, and your life experiences. They develop as you interact with people within your family, in your community and the wider society. The way you regard your individual needs and wants stems from your values.

Some examples of values that you learn and are guided by include hard work, respect, honesty, reliability, spirituality and integrity.

CATEGORIES OF GOALS

Generally, goals fall into three broad categories:

- **Short-term goals** take only a few minutes, hours, days, weeks or even months to achieve. For example, deciding to clean your room.
- **Medium-term goals** can be achieved within one to three years. For example, saving your allowance or part-time earnings to buy yourself a new laptop for Grade 10.
- **Long-term goals** may extend far into the future and take several years. For example, planning to own your first home by the time you are 30 years old.

Whether your goals are short-term, medium-term or long-term, they can be further divided into **personal goals**, **family goals** and **social goals**. As the members in a family live in a community, you will find that goals overlap. Social goals have an impact on family goals, which influence personal goals.

Personal goals

Personal goals are those that you set for yourself about the things that you want to achieve. These goals can relate to any area of your life and are usually related to your personal values. If you were to think about it, you would realise that you already have short-term, medium-term and long-term goals that are guided by your value system. For example:

- What do you plan to accomplish by the end of the day or week?
- What do you want to achieve by the end of Grade 9?
- Where do you see yourself in your career 15 years from now?

Family goals

Family goals are those that the members agree are to be achieved for the benefit of the family. Based on their value system, the members decide on the goals and work together to achieve them. For example, a family may aim to own a home within the next 20 years. They could probably achieve the home in a shorter time, but the parents may value spending time with their children instead of spending that time working. Another family may aim to provide education for the children or develop a happy and harmonious home for the family.

Social goals

Social goals are intended to promote and preserve the well-being of the entire community. These are the goals that connect everyone to the wider community. By working together to achieve these goals, the community becomes a better place. It is almost as if each individual enters a social contract with other members of the community to ensure that the community is maintained and protected now and in the future. Social goals occur at different levels: small community, municipal or local government level and national level. For example:

- At the community level, a hillside farming village could agree that terracing is the way to prevent soil erosion. When each farmer terraces their land for farming, they help to ensure the well-being of the community.
- At the municipal level, the decision to erect speed bumps and speed limit signage in neighbourhoods could be as a result of the goal to reduce the number of motor vehicle accidents. When motorists agree to the speed bumps and stick to the speed limit, they save lives and prevent damage to property.
- At the national level, the Ministry of Health's vaccination programme could result from the goal of ensuring that citizens are not susceptible to preventable diseases. When people take the vaccine, they safeguard the society by reducing the spread of diseases.



ACTIVITY

- 1 Goal setting is one of the ways to hold yourself accountable to yourself, your family and your society. Create or download a goal-setting template from the internet and use it to:
 - a Set short-term, medium-term and long-term goals at a personal level. What are the values that drive these goals? What are the steps that you need to take to achieve them?
 - b Set short-term, medium-term and long-term goals with members of your family. What are the values that drive these goals? What are the steps that the family member will take to achieve these goals?
- 2 Social goals are usually created to prevent or reduce the occurrence of social issues that can negatively impact society.
 - a Read the following scenario and explain how the people, the families and society are negatively impacted.
 - b Imagine that you are one person involved in the situation. Write personal and family goals that could have prevented the situation or will prevent this happening again.

Student charged with assault for attacking teacher

Reports reaching our news team are that a high school student was charged with assaulting a teacher, who has been treated for multiple bruises and sent home from the hospital. According to witnesses, the student entered the classroom without permission when the teacher was conducting her lesson and refused to leave when instructed to do so. She approached him

and repeated the instructions while directing him toward the door. The student pushed the teacher and a physical tussle ensued.

In the video, which is circulating via social media and has gone viral, the student can be seen pushing the teacher and later tossing aside the desk that the teacher had moved behind. Two male students intervened and separated them.

Communication

Communication is an important part of our interaction within families and the wider community. Learning how to communicate can:

- prevent misunderstandings
- reinforce family relationships and unity
- make it easier to work toward shared goals
- encourage positive behaviour and self-esteem.

DECISION-MAKING IN CONFLICT RESOLUTION

Conflicts in families and the community are inevitable. If you look back at Table 1.2, you see the challenges that families face at various stages. A family can allow itself to be overwhelmed by conflict or the members can decide to build a healthy family life by putting measures in place to prevent conflict or to prevent it from getting out of hand. Major conflicts in families may involve money, in-laws, sibling rivalry, family events and care-giving, whether for children or for older parents.

Conflict resolution is the deliberate act of finding solutions that satisfy the people involved in a dispute.

THE STEPS IN CONFLICT RESOLUTION

Table 1.3 shows the four major steps in conflict resolution. Follow these steps to settle a dispute between two or more people.

There are seven elements of effective communication. Use the internet to find out what they are and practise them. Focus especially on how to be a better listener!



Table 1.3 Conflict resolution steps

DECISION-MAKING	CONFLICT RESOLUTION STEP	ASK THESE QUESTIONS
Identify the problem	Identify the cause of the dispute.	<ul style="list-style-type: none"> How did this situation begin? When did I realise I was upset? Is there a relationship between how the situation began and how I felt or reacted?
	See the situation from the other person's perspective.	<ul style="list-style-type: none"> What happened to cause this situation? If I was (person), how would I view or react to this? When did the issue first arise? If I was (person), why did I react that way?
List all possible options	Find solutions.	<ul style="list-style-type: none"> How can I make things better? Sometimes it will be necessary to ask this question of the other party so that you are not making assumptions.
Decide	Implement the solution.	<ul style="list-style-type: none"> Is the solution working? Is the solution being implemented correctly? <p>This step will require getting the other party's agreement to participate, otherwise, the solution will not be successful.</p> <p>There are instances when a mediator such as a family counsellor will be involved.</p>
Evaluate		<ul style="list-style-type: none"> Is the conflict resolved? Could anything be done differently to get a better result?

ACTIVITY

The importance of the family – Part 4

Resolving conflicts

- Read these conflicts and explain how they can be resolved.
 - Anthony has stopped talking to his older brother, Jason, because Jason told their parents of Anthony's plans to sneak out to a party, which he was forbidden to attend.
 - Juliet is angry at her group member, Dane, because he did not contribute to the group assignment but wanted his name to be included on the project.
 - Ann-Marie is upset with her younger sister for borrowing her favourite bracelet and losing it.
- Write and dramatise a skit based either on one of the conflict situations above or on one of your own experiences. Record the drama piece and review it with the class.
- Invite your drama teacher to your class to talk through the process of putting on a class play. Make sure that you ask questions about all the details that go into a production, from stage management to costume to props. Write and rehearse your play on how to resolve family conflict. Your script should touch on topics that are related to the family, such as family relationships, roles, functions, goals and values, communication and decision-making and conflict resolution. This is an opportunity for you to use your creativity and possibly raise funds for charity. You can vote on a director for the play, hold auditions, rehearse and then perform your play for an audience of family and community members.
- After the play, have a debriefing session. Did any conflicts arise when you were planning, rehearsing or performing the play? Did you use conflict resolution techniques to solve these conflicts? What did you learn about the effectiveness of these techniques?

Multiple choice questions

Select the letter that corresponds with your answer.

- 1 The Lopez family consists of Maria, her husband Frank, and their two children, Lucas and Alannah. This family is best described as a(n) _____ family.
A blended
B extended
C nuclear
D binuclear
- 2 A family unit composed of relatives in addition to parents and children who live in the same household is referred to as a(n) _____ family.
A blended
B extended
C nuclear
D binuclear
- 3 The process of teaching children rules of conduct and behaviour falls under which of the following functions?
A Discipline
B Preventing incest
C Socialisation
D Transmission of culture
- 4 Which of the following is an example of a physical need?
A Money
B Shelter
C Car
D Love
- 5 Which of the following is considered the traditional family form?
A Single parent
B Nuclear
C Extended
D Step
- 6 This function deals with the addition of new members.
A Transmission of culture
B Providing basic needs
C Procreation
D Socialisation

- 7 At this stage, the establishment of a new family through marriage or living together takes place.
- A Expanding stage
 - B Contracting stage
 - C Beginning stage
 - D Launching stage
- 8 At this stage, the children have left the home and the family is downsized.
- A Expanding stage
 - B Contracting stage
 - C Beginning stage
 - D Launching stage
- 9 Paul and Mary have been married for two years and now have a six-month-old baby. Which stage of the family life cycle is described in the scenario?
- A Expanding stage
 - B Contracting stage
 - C Beginning stage
 - D Launching stage
- 10 At this stage, time is limited for outside social activities and spending time with friends.
- A Expanding stage
 - B Developing stage
 - C Beginning stage
 - D Launching stage
- 11 Which of the following BEST defines the family life cycle?
- A A series of stages families go through during their lifespan
 - B The stages parents go through when they are raising their children
 - C The series of changes that a child goes through from infancy to adulthood
 - D The unconscious patterns that rule family behaviour

Short answer questions

- 1 Write your own definition of the term 'family'.
- 2 Describe three different family types.
- 3 Compare and contrast the challenges faced by two different family types.
- 4 Describe the different stages in the family life cycle.
- 5 Outline three challenges that families face at each stage in the family life cycle.
- 6 State two traditional family roles for each of the following:
 - a Father
 - b Mother
 - c Children
- 7 Discuss how the following factors influence changes in the roles of your family members:
 - a Technology
 - b Economics
 - c Education
- 8 What is the importance of the function of socialisation on the younger members of the family?
- 9 Discuss how following the functions of the family contribute to the development of society.
- 10 Briefly explain the idea that 'the function of the family is universal'.

Chapter 2 Family management



Figure 2.1 Families need to manage their resources.

- In Chapter 1, you learnt that people who live together in a group, and who share resources and responsibilities, are called a family.
- You also learnt that each member of the family performs certain tasks and plays specific roles.
- This chapter will look at the different ways that families manage their resources to achieve various needs, wants and goals.

In this chapter, you will:

- * acquire knowledge of various aspects of management that apply to the family
- * increase your knowledge of several aspects of housing related to families.

What is management?

Management could simply be defined as an efficient way of using available resources to achieve what you aim for in life, that is, your goals. All families have resources, which they must use to satisfy their basic needs and desires. The goals will depend on these needs and desires. The way that the family use the resources available to them in order to achieve their goals is known as management.

A family's resources can be limited, so they must be managed wisely.

KEY ASPECTS OF MANAGEMENT

Management is closely related to goals, values, needs and wants.

Needs and wants

Your idea of needs and wants also influences the goals you set, but make sure that you do not confuse the two. **Needs** are those things that are essential to everyday living. For example, basic essentials that all people need are food, clothing and shelter. You need to have these things.

Wants are those things that you desire or aim to have. They are cravings that can change according to your circumstances in life. They are not essential for you to live, but they would be nice to have in order to improve your life. For example, John needs a school uniform to go to school. However, John wants to have the latest style of shoes in order to feel that he is a part of his group of friends.

Your goals, needs and wants affect how you use your resources, as shown in Figure 2.2.



Figure 2.2 Your goal may be to grow a healthy plant (a); this goal is influenced by whether you want pretty flowers (b) or a plentiful crop (c).

WHAT MUST YOU THINK OF IN MANAGEMENT?

Figure 2.3 shows the process that you can follow to achieve your goals. You need to ask yourself five questions.

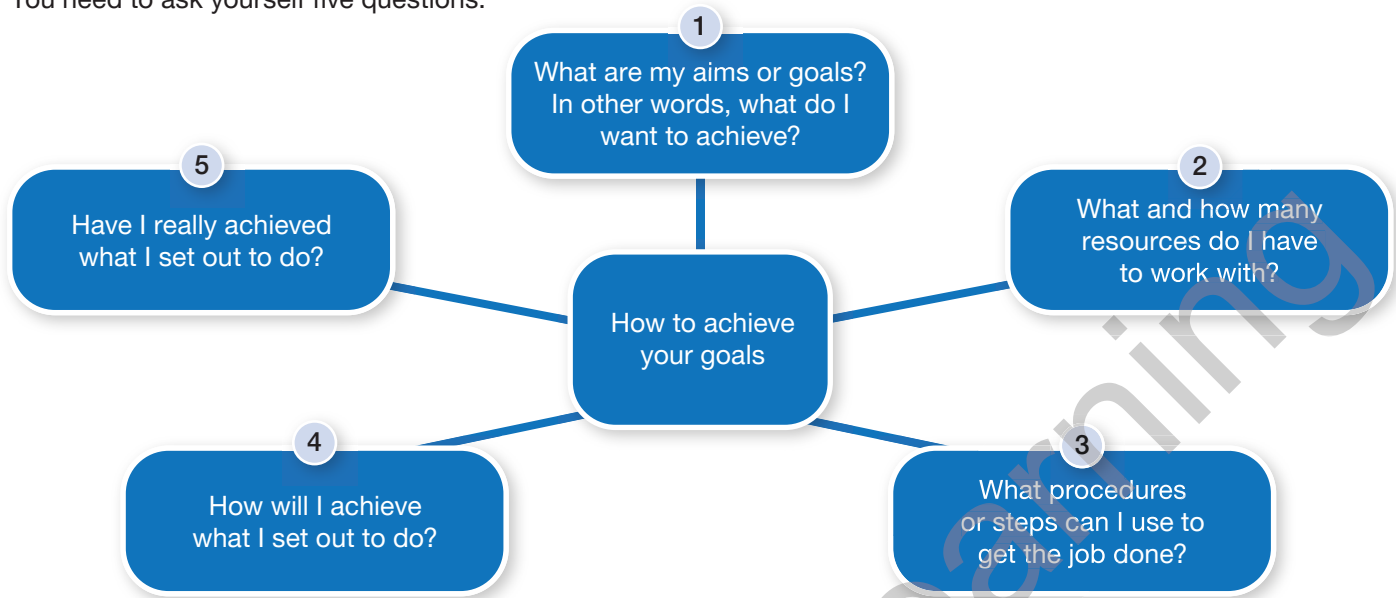


Figure 2.3 The process to follow to achieve your goals

Each question in Figure 2.3 requires you to make a decision about something. Now you can translate these questions into the **management process**. This management process is really a series of steps. Each step requires that you ask yourself some questions, which you must think about carefully. These steps and questions are the same for every activity to be managed.

The step-by-step approach that Figure 2.4 shows is called the management process. This process includes five steps:

- 1 planning
- 2 organising
- 3 implementing
- 4 controlling
- 5 evaluating.

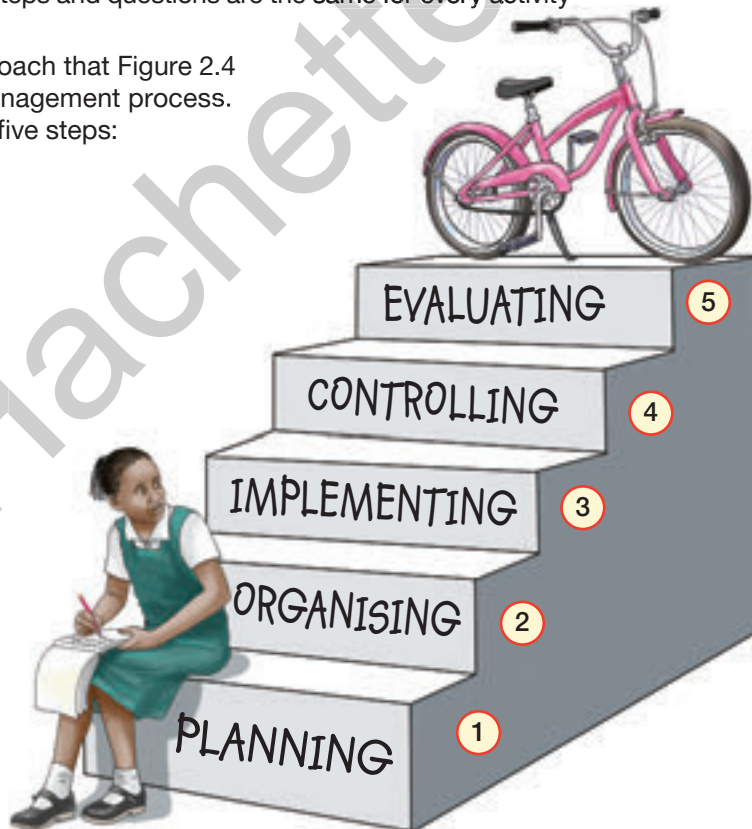


Figure 2.4 The five steps in the management process.

Decision-making

As an individual member of your family, you may often make simple decisions, such as whether to have a salad or a sandwich for lunch; whether to go outside to play or stay inside and read. Families usually have major decisions to make, such as whether to buy, build or rent a house.

WHAT IS DECISION-MAKING?

Imagine that you have been given \$20 to purchase anything you would like. You would like to buy your favourite comic, but your last pair of school socks are worn out. In this situation, you must make a choice. **Decision-making** is about making choices. Whenever you are faced with more than one choice of action, you will need to make a decision.

THE IMPORTANCE OF DECISION-MAKING

Your ability to make wise decisions in life will depend on the skills you develop in decision-making. When family members practise wise decision-making as part of their management practices, they can achieve the following benefits:

- completing essential tasks in the home with a feeling of satisfaction, and without being too tired
- having some free time to relax and do other things outside the home
- making better use of scarce resources such as time, money, energy, materials, and so on
- being better able to achieve goals with satisfaction.

MAKING WISE DECISIONS

The decisions that you make and the actions you take will depend on your personal values. Your values help you to decide what's important to you at any given time. Your values help you to identify your goals.

In the situation outlined above, you must decide how to spend your \$20. You alone must decide which option is more important to you – the comic books or the socks. These choices are called **alternatives**. You must select only one because that is all you can afford.

- What might your decision be if you had two other pairs of school socks in good condition, your reading needed practice and the long August school vacation was about to begin?
- What might be your decision if your worn-out socks were the last pair you had and school was reopening the following week?

You must think carefully about each situation.

Decisions that you make after thinking about the situation carefully are called **rational decisions**. They are wise decisions. It takes time to make a decision (Figure 2.5). Decisions that you make without thinking carefully about the situation are called **irrational decisions**. They are unwise decisions.

A meeting of family members where all can share in decision-making will help families to make wise decisions that will benefit the whole family.



Figure 2.5 It takes time to make a decision.

The steps to take in making a decision

Decision-making is a step-by-step process. Each of the following steps or stages in the process is important if the process is to be successful:

- 1 Identify the decision/goal/need/problem.** Identify the purpose of your decision by asking yourself what exactly is the problem that needs to be solved? Why does this problem need to be solved?
- 2 Gather relevant information.** Collect any information that is directly related to the problem before you make your decision: what information is needed, what are the best sources of information, and how do you get it. This may be a process of self-assessment, or you may find information online, in books, or from other people and other sources.
- 3 Consider the consequences.** Draw on your information and emotions to imagine what it would be like if you carried out each of the alternatives to the end. Evaluate whether the need identified in Step 1 would be met or resolved through the use of each alternative. Finally, place the alternatives in a priority order, based upon your own value system.
- 4 Choose among alternatives.** Once you have weighed all the evidence, you are ready to select the alternative that seems to be best one for you. You may even choose a combination of alternatives. Your choice in Step 5 may very likely be the same or similar to the alternative you placed at the top of your list at the end of Step 4.
- 5 Take action.** You are now ready to take some positive action by beginning to implement the alternative you chose in Step 4. In this final step, consider the results of your decision and evaluate whether or not it has resolved the need you identified in Step 1.

ACTIVITIES

- 1** Your 18-year-old brother is trying to finalize which university to enroll in to pursue his degree in graphic design. Your family has planned a council meeting to address the matter. Outline how the family could use the decision-making process/steps to arrive at a solution.
- 2** Find out from two of your neighbours the kinds of decisions they have to make as a family and the process they go through in making their decisions. Discuss your findings with the class.
- 3** Keep a diary of the decisions that you make for the week and the decisions that your family must make regularly.

Family housing

Families must provide shelter or housing for their members. This section will look at several important aspects of family housing.

THE VALUE OF HOUSING TO THE FAMILY

Housing refers to the physical structure in which people live. It is the living quarters of the family and is usually called 'home'. The home in which you live must satisfy your basic need for shelter, as well as cater for your special needs. Housing is therefore of value to the family in many ways.

- It provides shelter or protection from the weather (heat, wind and rain).
- It protects you from intruders or trespassers and makes you feel safe. Houses have doors and windows that can be locked and this gives a feeling of safety. Fences around houses also prevent the entry of stray

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