Community and Family Studies

Preliminary
Community and Family Studies (CAFS)

- Your own Pens
- 3 books over the term (1 per core, we study 3)

**Syllabus stuff**

- Toolkit - to be left in class
- Pink high lighter - MODULES
- Blue high lighter - LEARN ABOUT
- Yellow high lighter - LEARN TO
## SYLLABUS

<table>
<thead>
<tr>
<th>Preliminary course modules (100% total)</th>
<th>HSC course core modules (75% total)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Resource Management</strong></td>
<td><strong>Research Methodology</strong></td>
</tr>
<tr>
<td>• Basic concepts of resource management.</td>
<td>• Research methodology and skills culminating in the production of an Independent Research Project.</td>
</tr>
<tr>
<td>-Indicative course time: 20%</td>
<td>-Indicative course time: 25%</td>
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<tr>
<td><strong>Individuals and Groups</strong></td>
<td><strong>Groups in Context</strong></td>
</tr>
<tr>
<td>• The individual’s roles, relationships and tasks within and between groups.</td>
<td>• The characteristics and needs of specific community groups.</td>
</tr>
<tr>
<td>-Indicative course time: 40%</td>
<td>-Indicative course time: 25%</td>
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<tr>
<td><strong>Families and Communities</strong></td>
<td><strong>Parenting and Caring</strong></td>
</tr>
<tr>
<td>• Family structures and functions, and the interaction between family and community.</td>
<td>• Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society.</td>
</tr>
<tr>
<td>-Indicative course time: 40%</td>
<td>- Indicative course time: 25%</td>
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<tr>
<td><strong>HSC course option modules (25% total)</strong></td>
<td><strong>Select one of the following options:</strong></td>
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<tr>
<td><strong>Family and Societal Interactions</strong></td>
<td><strong>Social Impact of Technology</strong></td>
</tr>
<tr>
<td>• Government and community structures that support and protect family members throughout the life span.</td>
<td>• The impact of evolving technologies on individuals and lifestyle.</td>
</tr>
<tr>
<td>Indicative course time: 25%</td>
<td>Indicative course time: 25%</td>
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<tr>
<td><strong>Individuals and Work</strong></td>
<td><strong>Individuals and Work</strong></td>
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<tr>
<td>• Contemporary issues confronting individuals as they manage roles within both family and work environments.</td>
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</tr>
<tr>
<td>Indicative course time: 25%</td>
<td>Indicative course time: 25%</td>
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Core 1: Resource Management

Modules to be covered;

- Fundamental concepts of resource management
- Influences on resource management
- Effective resource management
## Core 1: Resource Management

<table>
<thead>
<tr>
<th>Students learn about:</th>
<th>Students learn to:</th>
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</thead>
<tbody>
<tr>
<td>fundamental concepts of resource management</td>
<td>• explore the concept of wellbeing by considering the following questions:</td>
</tr>
<tr>
<td><strong>wellbeing</strong></td>
<td>- what is the opposite to wellbeing?</td>
</tr>
<tr>
<td>• defining wellbeing</td>
<td>- how do people describe wellbeing?</td>
</tr>
<tr>
<td>• factors affecting wellbeing</td>
<td>- why might there be different understandings of wellbeing?</td>
</tr>
<tr>
<td>- emotional</td>
<td>• analyse the relationship between the factors and explain how they can impact on wellbeing</td>
</tr>
<tr>
<td>- economic</td>
<td>• discuss the effect that their own wellbeing can have on the wellbeing of the groups to which they belong</td>
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<tr>
<td>- cultural</td>
<td></td>
</tr>
<tr>
<td>- physical</td>
<td></td>
</tr>
<tr>
<td>- spiritual</td>
<td></td>
</tr>
<tr>
<td>- social</td>
<td></td>
</tr>
<tr>
<td>• individual and group wellbeing</td>
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</table>
Effective management of resources is important for individuals, groups and communities.

If these resources are managed effectively then people are better able to function in life, cope with lifestyle demands, feel control in their lives and better manage stressful situations.

This effective management assists individuals, groups and communities to attain optimal WELLBEING.
Wellbeing

- What is it?
- How do we describe it?
- What is the opposite of wellbeing?
Wellbeing
Defining wellbeing

“Wellbeing is not just the absence of disease or illness. It is a complex combination of a person's physical, mental, emotional and social health factors. Wellbeing is strongly linked to happiness and life satisfaction. In short, wellbeing could be described as how you feel about yourself and your life.” source: http://www.betterhealth.vic.gov.au

“Contrary to popular belief, wellbeing is different from ‘happiness’. Happiness can come and go in a moment, whereas wellbeing is a more stable state of being well, feeling satisfied and contented.” source: http://www.australianunity.com.au/about-us/Wellbeing/What-is-wellbeing
Wellbeing can be broken down in two words *well* and *being*. When we use the word *well*, we are usually describing the condition or state of something. For example, ‘Jane is feeling very well’, ‘You look well today’, ‘That plant doesn’t look very well’. When we use the word *being*, we are usually talking about a living thing, such as a human being, animal or plant. When you put them together, we can create a meaning for **wellbeing**: the level of condition or state of a human being, animal or plant. Source: McGraw-Hill CAFS text- Mitchell et al

What is the opposite of wellbeing? How would you define the term ‘ill-being’? People often use slang words, for example, awesome, sick, OK, crap, or awful to describe their own or others wellbeing or ill-being. Not all of them mean the same thing. This is because wellbeing and ill-being are two ends of the continuum.

Why might there be different understands of wellbeing?
Factors affecting wellbeing

Imagine a flower with six petals. If the flower loses a petal, you could say that it wasn’t in the best state. Similarly, if parts of a petal are affected, then you could say that the flower doesn’t look or feel as well as it should. The more petals that are affected, the more ‘ill’ the flower will become or, in other words, the closer the flower will get to ill-being. The flower can still survive even if one or two petals are affected, but it will not be in the best condition unless all the petals are looked after.

It’s the same when we look at the wellbeing of people. The factors that affect wellbeing are like the petals of the flower; if we are not ‘well’ in one, then others can be affected.
Activity:

0 Using **work sheet 1**: colour the petal in different colours to illustrate the factors affecting wellbeing.
0 Write the names of the different types of wellbeing on the sheet then glue them into your books.
Factors affecting wellbeing

The acronym SPEECS can be used to remember the factors affecting Wellbeing.

S - SOCIAL
P - PHYSICAL
E - EMOTIONAL
E - ECONOMIC
C - CULTURAL
S - SPIRITUAL
1. Social factors

- Social factors relate to our need to have relationships with other people. To obtain optimal wellbeing, a person needs to have their social needs satisfied, e.g. having a sense of belonging, love and support, connections with family and friends and opportunities for intimacy.

- We also need time for privacy, relaxation and personal reflection. Too much socialising and not enough relaxing can have a negative effect on our wellbeing.

- Too much alone time can also have negative effect as a person may feel alienated, lonely or worthless. This can effect their self esteem, and they might start to avoid social situations.
2. Physical factors

- A person’s physical condition can affect their wellbeing. Many things contribute to a person’s physical condition, including the type and amount of food they eat, the level of exercise they do, whether they have an illness, injury, disability or major stress.

- Physical factors can change over the lifespan, they can be temporary or permanent.

- A person’s physical health can impact on their wellbeing and also affect the other factors which impact on wellbeing e.g. someone who is in a wheelchair may be unable to attend a social gathering as there is no wheelchair access into the facility.
3. Emotional factors

- Emotional factors relate to a person’s state of mind, emotions or mental health. Anything that makes us or someone else feel *awesome* will have a positive effect on their wellbeing, whereas anything that makes us or someone else feel *awful* will have a negative effect on their wellbeing.

- Emotional needs can change on a day to day basis. For example a person who has just experienced divorce, separation or homelessness will have different emotional needs then someone starting a new job, a new school or learning to drive. As a result these differing emotions can affect a person’s overall wellbeing.
3. Economic factors

Economic factors relate to the financial situation a person is in. e.g. having a job, receiving government payments, pocket money or having no income.

Your economic state can also have an impact on the other factors that affect wellbeing. For example, when a young person gets an apprenticeship, the economic result of this would be that they start earning money, which might allow them to afford to go out and socialise with friends (social factor), or they might spend their money going to the gym to work out (physical factor), or they might move out of home, which might make them feel independent (emotional factor). Thus one factor can have an impact on one or more other factors, which can affect a person’s level of wellbeing.
3. Cultural factors

- Cultural factors relate to those things that we require in order to feel part of and connected to the culture of the society and community in which we live in and belong to.

- Cultural factors are linked to a sense of identity, how people live, their customs, their traditions, the clothing they wear, the food they eat, their religion and the events they celebrate.

- Satisfying their cultural needs allows people to feel a sense of belonging to a group, family or community. This in turn can affect their feelings of wellbeing.
3. Spiritual factors

- Spiritual factors relate to an individual’s sense of morals, values and beliefs. It can also be related to an individual’s conscience and knowledge of what is right and wrong.

- The media, our family, our peers and our life experiences all shape our spirituality. A person with high spiritual health is able to develop their own sense of the world, and has the confidence to decide what they believe is right and wrong rather than being influenced by society. This can have a positive effect on their wellbeing.
Well-being = Physical + Emotional + Economic + Cultural and Social health
Individual and group wellbeing

- An individual’s level of wellbeing can be different from those of the people around them. Group wellbeing is dependant on the wellbeing of the individuals within that group.

- There is an interrelationship between individual and group wellbeing: if individuals’ wellbeing is achieved, then group wellbeing will also be achieved.

- Achieving both group and individual wellbeing involves satisfying the needs of all group members.
Students learn to:
Discuss the effect that their own wellbeing can have on the wellbeing of the groups to which they belong

Complete Worksheet 2