
UNIT 2: EMERGING ADULTHOOD

UNIT OVERVIEW

This unit looks at the transition into adulthood for young Canadians in the 21st century. Because people are living longer and because our society is more complex than it used to be, becoming independent individuals takes longer than it did for previous generations. In Unit 2, sociological research will be examined to determine when and how Canadians leave home to live independently, finish their education, and find jobs. Psychological research that explains how emerging adults manage the transition, and how relationships within the family and with others support this transition, will also be explored. Finally, some of the issues that are currently affecting how your generation will become adults will be investigated.

CHAPTER OVERVIEWS

CHAPTER 3: BUILDING THE DREAM

As an emerging adult, the transition to adulthood is the next step in your development. In this chapter, anthropological, historical, and sociological approaches will be used to examine this transition. What are the criteria for defining someone as an adult? This chapter outlines the experiences of earlier generations of emerging adults in Canada and other cultures. It explores the changes in educational achievement and employment that enable emerging adults to become financially independent. It examines when and how emerging adults leave home and become independent from their parents. This chapter will establish the social context in which your generation will enter adulthood.

CHAPTER 4: BECOMING AN ADULT

Becoming an adult is a complex personal process that no longer follows the timetable set by physical maturity. In this chapter, a psychological approach to contemporary life-course theories will be used to examine emerging adulthood. The psychological tasks of the transition to adulthood will be identified. The development of men and women will be compared. How an individual's identity is influenced by family, school, and work will be investigated. The factors that influence the decisions individuals make as they prepare for an occupation will be explored. Finally, we will study the important relationships young people develop, which serve to provide support for them as they become adults.

CHAPTER 5: ISSUES IN EMERGING ADULTHOOD

In this chapter, some issues about emerging adulthood in Canadian society will be examined in greater detail. Current perceptions, opinions, and demographic trends in Canada will be studied, focusing on specific changes, challenges, and life events. Various theoretical perspectives will be applied to each issue in an attempt to understand the effect on individuals and their families during emerging adulthood. How the social systems and structures of Canadian society influence each issue and provide support for individuals will also be explored. The issues might provide interesting opportunities for further independent study.

Unit at a Glance Organizer Chart (assumes 75-minute periods)

UNIT 2: EMERGING ADULTHOOD			
Unit Overall Expectations			
<ul style="list-style-type: none"> • Explain the diversity in individual behaviours and practices in various cultures and historical periods • Analyze the influence of various social institutions on decisions and behaviours of individuals in early adulthood • Analyze theories and research about individual development • Analyze current trends and issues affecting individual development • Create an appropriate research plan, locate and select/collect relevant information related to individuals and families 			
Unit Summative Evaluations			
<ul style="list-style-type: none"> • Unit 2 Culminating Activity—Leaving Home • Unit 2 Test—Emerging Adulthood • Independent Study Phase 2 • Comparative Analysis of Life-Course Theories • Emerging Adults Questionnaire • Seminar Group and Written Report 			
Lesson	Lesson Focus	Chapter Resources	Estimated Time
1	<ul style="list-style-type: none"> • Laying the Foundation—Emerging Adulthood (placemat activity) • Introduce Unit Culminating Activity and Seminar Presentations 	Chapter 3, pp. 58–63 BLM 2.1, 2.2, 2.3	75 minutes
2	<ul style="list-style-type: none"> • Emerging Adulthood from a Cultural and Historical Perspective 	pp. 64–72 BLM 1.8, 2.4	150 minutes
3	<ul style="list-style-type: none"> • Emerging Adulthood: Current Statistics and Trends 	pp. 62–89 pp. 112, 121	75 minutes
4	<ul style="list-style-type: none"> • Independent Study Phase 2 	pp. 103, 120 pp. 73–78 BLM 2.5, 2.6, 2.7	150 minutes
5	<ul style="list-style-type: none"> • Life-Course Theories of Young Adulthood • Independent Study Phase 2 (outline due) 	Chapter 4 pp. 90–91, 96–113 PPT 2.1 BLM 2.8, 2.9, 2.10	225 minutes
6	<ul style="list-style-type: none"> • Socialization for Adulthood 	Chapter 4 pp. 114–131	75 minutes
7	<ul style="list-style-type: none"> • The Influence of Gender 	Chapter 5 pp. 138–145	75 minutes
8	<ul style="list-style-type: none"> • Work Period on Culminating Activity 	Chapter 3, 4, 5 BLM 2.1	75 minutes

Lesson	Lesson Focus	Chapter Resources	Estimated Time
9	<ul style="list-style-type: none">• Independent Study• Work Period on Culminating Activity• Teacher/Student Conferencing	BLM 2.5	75 minutes
10	<ul style="list-style-type: none">• Homelessness	Chapter 5 pp.158–163	150 minutes
11	<ul style="list-style-type: none">• Education	Chapter 5 pp. 152–157	150 minutes
12	<ul style="list-style-type: none">• Seminar Group—Cultural Diversity	Chapter 5 pp. 145–151 BLM 2.2	75 minutes
13	<ul style="list-style-type: none">• Culminating Activity (due)• Test Review• Phase 2 (due)• Unit Test	Chapters 3, 4, 5 BLM 2.11	150 minutes

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ASSESSMENT OF LEARNING CHART—SUMMATIVE PROJECTS ONLY

Activity	Overall Expectations	Supporting Learners
Unit 2 Culminating Activity— Leaving Home	<ul style="list-style-type: none"> • Analyze the influence of various social institutions on decisions and behaviours of individuals in early adulthood • Analyze theories and research about individual development • Analyze current trends and issues affecting individual development • Create a final product and effectively communicate the results of research and inquiry and reflect on the process and product to extend and transfer learning to future experiences 	<p>Learning in this unit will support students to complete the Unit 2 Culminating Activity. Throughout this unit, students will have the opportunity to gain knowledge about the issues related to this stage of the life cycle and examine the various theories and research about the development of the young adult. Throughout the unit, students will also learn about the many social institutions that support development.</p>
Unit 2 Test— Emerging Adulthood	<ul style="list-style-type: none"> • Explain the diversity in individual behaviours and practices in various cultures and historical periods • Analyze the influence of various social institutions on decisions and behaviours of individuals in early adulthood • Analyze theories and research about individual development • Analyze current trends and issues affecting individual development • Create an appropriate research plan, locate and select/collect relevant information related to individuals and families • Process: evaluate, analyze and synthesize information related to individuals and families in a diverse society 	<p>Learning in this unit will support students to complete the Unit 2 Test. In addition to acquiring the knowledge necessary to complete the Unit 2 Test successfully, students will also be provided with the skills needed to support their learning. Time should be provided for students to review content, discuss concepts and theories with the teacher and their classmates, and learn and apply different note-taking and study strategies.</p>

Activity	Overall Expectations	Supporting Learners
Independent Study— Literature Review Phase 2	<ul style="list-style-type: none"> • Explore: develop a topic/issue that focuses on individuals and families in a diverse society using appropriate social-science research and inquiry methods • Create an appropriate research plan, locate and select/collect relevant information related to individuals and families • Process: evaluate, analyze, and synthesize information related to individuals and families in a diverse society • Create a final product and effectively communicate the results of research and inquiry and reflect on the process and product to extend and transfer learning to future experiences 	<p>Learning in this unit will support students to complete Independent Study Phase 2. Students will be instructed on how to prepare a literature review. Students will continue to work with the plan started in Unit 1. Phase 2 will be scaffolded into a number of steps: developing an outline, gathering appropriate sources, citing sources using APA referencing style, and through the editing process the writing of a final copy of their literature review.</p>
Comparative Analysis of Life-Course Theories	<ul style="list-style-type: none"> • Analyze current trends and issues affecting individual development • Analyze theories and research about individual development • Explore: develop a topic/issue that focuses on individuals and families in a diverse society using appropriate social-science research and inquiry methods • Process: evaluate, analyze, and synthesize information related to individuals and families in a diverse society • Create a final product and effectively communicate the results of research and inquiry and reflect on the process and product to extend and transfer learning to future experiences 	<p>Through information provided in the teacher lecture and the textbook, students will write a comparative analysis of two life-course theories.</p> <p>Learning in this unit will support students to go beyond a basic understanding of the selected life-course theories to compare and contrast two theories, apply the chosen theories to the behaviours of young adults, and analyze their effectiveness.</p>

Activity	Overall Expectations	Supporting Learners
Emerging Adults Questionnaire	<ul style="list-style-type: none"> • Analyze current trends and issues affecting individual development • Analyze theories and research about individual development • Explore: develop a topic/issue that focuses on individuals and families in a diverse society using appropriate social-science research and inquiry methods • Create a final product and effectively communicate the results of research and inquiry and reflect on the process and product to extend and transfer learning to future experiences 	<p>Learning in this unit will support students to explore the developmental priorities of emerging adults. Through the creation of a questionnaire and the collection of data, students will evaluate, analyze, and synthesize information related to this stage of development.</p>
Seminar Group and Written Report	<ul style="list-style-type: none"> • Analyze current trends and issues affecting individual development, intimate, and family relationships • Analyze the influence of various social institutions on the decisions and behaviours of individuals throughout the life cycle • Explore: develop a topic/issue that focuses on individuals and families in a diverse society using appropriate social-science research and inquiry methods • Process: evaluate, analyze, and synthesize information related to individuals and families in a diverse society • Create a final product and effectively communicate the results of research and inquiry and reflect on the process and product to extend and transfer learning to future experiences 	<p>Learning in this unit will support students to raise and evaluate the important questions that examine cultural diversity. Students will meet in their seminar groups and focus more on discussing the issue and a written report than on the presentation of information.</p>

GETTING READY

- Read Chapter 3, 4, and 5 of *Individuals and Families: Diverse Perspectives*.
- Reserve an overhead projector and/or LCD projector for displaying various Blackline Masters and student presentations.
- Gather various articles about contemporary issues relating to youth, education, immigration, cultural diversity, and homelessness.
- Reserve a DVD and/or television if needed for student presentations.
- Reserve the library and/or computer lab for class research as indicated under each activity.
- Gather various textbooks, journals, and articles as indicated for each activity.
- Many of the following lessons will suggest using media to engage student learning. The resource section and teaching/learning strategies have listed several movies, television shows, and audio material as clips to preview in class. Since every school board has purchased its own particular copyright privileges, please check with your board's resource centre before previewing any of the suggested resources.

RESOURCES

Print

- American Psychological Association. (2010). *Concise rules of APA style*. (6th. ed.). Washington, DC. York University Press.
- American Psychological Association. (2009). *Publications manual of the American Psychological Association*. (6th. ed.). Washington, DC.
- American Psychological Association. (2009). Retrieved from <http://www.apa.org/index.aspx>
- Bibby, R.W. (2001). *Canada's teens: Today, yesterday, and tomorrow*. Toronto: Stoddart.
- The Vanier Institute of the Family. (2004). *Profiling Canada's families III*. Ottawa, ON.

Magazines and Journals

- Canadian social trends*. Online publication from the Government of Canada. Available at <http://dsp-psd.pwgsc.gc.ca/Collection-R/Statcan/11-008-XIE/11-008-XIE.html>
- eContent Management Pty Ltd. *Journal of Family Studies*. Queensland: Australia. Online publication available from <http://jfs.e-contentmanagement.com/>
- National Council on Family Relations. *Journal of Family Theory & Review*. Minneapolis, MN. The Vanier Institute of the Family. *Transition: Community Vitality*, 39(4). Ottawa, ON., Available online at <http://www.vifamily.ca/library/transition/394/394.pdf>

Videos and CDs

- Delmos, M. (Director), & Lee, A. (Producer). (2008). *Everybody's children*. [Film]. Montreal, QC: National Film Board of Canada. http://www.nfb.ca/film/everybodys_children
- PBS Video. *Frontline: Young & restless in China*. [DVD]. USA: McIntyre Media Inc. <http://www.mcintyre.ca/education/titles/041034DV>

Web Sites

American Psychological Association: <http://www.apa.org>

APA Style: <http://www.apastyle.org/>

Canada.com: <http://www.canada.com>

Canadian Council on Social Development: <http://www.ccsd.ca>

CBC Digital Archives. *A lost heritage: Canada's residential schools*. Available at <http://archives.cbc.ca/society/education/topics/692/>

Government of Canada Services

Health Canada: <http://www.hc-sc.gc.ca>

Service Canada: <http://www.servicecanada.gc.ca>

Historical Literacy. *Turn-of-the-century child*. Available at <http://www.noodletools.com/debbie/projects/20c/turn.html>

The National Archives. *Child emigration to Canada*. Available at <http://www.nationalarchives.gov.uk/podcasts/emigration-to-canada.htm>

National Council of Welfare: <http://www.ncwcnbes.net>

Statistics Canada: www.statcan.gc.ca

Status of Women: <http://www.swc-cfc.gc.ca>

The Vanier Institute of the Family, publications: <http://www.vifamily.ca/library/publications/publications.html>

Young Immigrants to Canada: <http://retirees.uwaterloo.ca/~marj/genealogy/homeadd.html>

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LESSON 1 LAYING THE FOUNDATION—EMERGING ADULTHOOD

ESTIMATED LESSON TIME: 75 minutes

GETTING READY

- Duplicate the following Blackline Masters:
 - BLM 2.1: Unit 2 Culminating Activity—Leaving Home**
 - BLM 2.2: Seminar Presentation Process and Assessment**
 - BLM 2.3 Seminar Presentation Expectations and Assessment**

RESOURCES

Individuals and families: Diverse perspectives, pages 58–63

Robinson, B.A. (2006). *Coming-of-age-rituals: In many faiths & countries*. Retrieved from Religious Tolerance.org web site: <http://www.religioustolerance.org/wicpuber.htm>

ASSESSMENT FOR LEARNING CHART

Task/Product	Assessment Tool	Type of Assessment	Category of Achievement Chart and/or Learning Skill
Mind Map	Teacher observation	Diagnostic	Knowledge and Understanding

PRIOR LEARNING

As this is the introductory lesson to the unit, use this as a diagnostic to find out what students already know about the transition into adulthood for young Canadians in the 21st century.

TEACHING/LEARNING STRATEGIES

1. In teams, have students create a mind map of the transitions necessary for a Canadian in the 21st century to enter adulthood. Ask students to record on their mind map, what they know about the transition to adulthood as it relates to the tasks, challenges, and concerns of this stage. Have students also record any supports they feel are necessary for this transition. After students have completed their mind map, have them select to share with the class 5 of the most significant issues they have recorded. Discussing each team's selections will introduce students to the topics addressed in this unit.
2. Have students refer to the word wall created in Unit 1 of the course. Discuss the value of the word wall and how students used it throughout the previous unit to support their understanding of key concepts and terminology. Remind students who have been assigned a chapter for this unit of the due dates and expectations established during Unit 1.
3. In preparation for the Unit 2 Culminating Activity, distribute to students **BLM 2:1 Unit 2 Culminating Activity—Leaving Home**. Discuss your expectations of the assignment and share previous exemplars where available, to guarantee students' success. Students will determine their groups, brainstorm ideas about what their project will look like, and begin to assign tasks.

4. Explain to students that, as part of this course, they will be participating in a seminar group process. This process will allow students to further investigate topics relevant to the study of individuals and families and to develop the skills needed to lead a small-group discussion. There will be four seminar sessions spaced throughout the semester. Students will be divided into groups of 4. Each seminar session will be 30 to 45 minutes in length and will be led by a different student and have a specified topic. Review with the class **BLM 2.2: Seminar Presentation Process and Assessment** and **BLM 2.3 Seminar Presentation Expectations and Assessment**, determine seminar groups, and assign topics and dates. Review with students the three different ways they will be assessed—peer, self, and teacher. The seminar topics suggested in the resource are only suggestions and you and/or students can select any one of the issues in the third chapter of each unit to present in the seminars.
5. Have students prepare for the next class by reading pages 64–72 for homework.

DIFFERENTIATED INSTRUCTION TECHNIQUES

Graphic Organizers

- In Teaching/Learning Strategy 1, have students create a KWHL chart related to emerging adulthood.
- Place the students in heterogeneous groups of 4 to complete the placemat organizer on emerging adulthood. This will allow for different background experiences to support the many unique experiences of emerging adulthood that are present throughout society.

Supporting All Learners

In Teaching/Learning Strategy 3, encourage students to be as creative as they like, using all their learning styles and talents, to provide the information required in the seminar presentations.

PERSPECTIVES TO CONSIDER

Religious

Every faith has a set of guidelines for behaviour expectations. Some relate to relationship development, some to obligations, and others to community responsibility and God. Ask students to explore the expected behaviour for young adults from two unique faith traditions using the resource by B.A. Robinson entitled *Coming-of-Age-Rituals: In many faiths & countries*. Students could explore the following combinations: Catholic Youth and Sikh Youth, Jewish Youth and Hindu Youth, or Christian Youth and Mennonite/Hutterite Youth.

ADDITIONAL SUPPORT

Literacy

- To help students' memory retention and vocabulary, ask them to use annotating when reading pages 64–72 for homework.
- Have the whole class read together the pages related to emerging adulthood, and come up with the important concepts and vocabulary that should be displayed on the class word wall.

Technology

Encourage students to use various technologies to enhance their seminars and presentations, (e.g., overhead, projector, interactive whiteboard, laptop, CD player, television, DVD player, etc.).

LESSON 2 EMERGING ADULTHOOD FROM A HISTORICAL AND CULTURAL PERSPECTIVE

ESTIMATED LESSON TIME: 150 minutes

GETTING READY

- Assign the reading of pages 64–72 prior to class.
- Duplicate the following Blackline Masters:
 - BLM 1.8: Presentation Checklist**
 - BLM 2.4: Emerging Adulthood from a Historical and Cultural Perspective**

RESOURCES

Individuals and families: Diverse perspectives, pages 64–72

Central Lake Ontario Conservation. (2010). *Programs & services*. Retrieved from <http://www.cloca.com/progserv/index.php>

Environment Canada. (2009). *Great lakes wetlands conservation action plan 1994–2001*. Retrieved from <http://www.on.ec.gc.ca/wildlife/docs/glwcap1994-2001-e.html>

Ravanera, Z.R., Rajulton, F., & Burch, T.K. (2003). Early life transitions of Canadian youth: Effects of family transformation and community characteristics. *Canadian Studies in Population*, 30(2), 327–353. Retrieved from <http://www.canpopsoc.org/journal/CSPv30n2p327.pdf>

ASSESSMENT FOR LEARNING CHART

Task/Product	Assessment Tool	Type of Assessment	Category of Achievement Chart and/or Learning Skill
Historical Group Presentations	Teacher checklist	Formative	Thinking Communication
			Collaboration Reliability
Changing Historical Roles	Question game	Formative	Knowledge and Understanding

PRIOR LEARNING

From previous courses in both the social sciences and history, students may have some knowledge of youth and their life experiences in historical times.

TEACHING/LEARNING STRATEGIES

1. Have students brainstorm the role of social historians. Discuss the role of social history in the work of Family Studies and explain the important use of primary research as a means of acquiring data. Have students assume the role of a social historian while answering the question: How did individuals from various cultures become educated, employed, and leave home in the past?

2. In 6 heterogeneous groups, have students investigate the complex role of children and adolescents during specific time periods. Assign each group one of the following topics: earlier/primitive societies, pre-industrial youth, industrialization and urbanization, development of schooling, changing workplaces in the 20th century, the transition in Middle-Eastern Islamic families. Using the textbook as a resource, have each group present the class with key terms and important concepts about their assigned topic. Take time to meet with each group and provide them with feedback using **BLM 1.8: Presentation Checklist**.
3. Ask groups to share their investigation with the class in presentation style. Encourage students to complete **BLM 2.4: Emerging Adulthood from a Historical and Cultural Perspective** during the presentations, responding to the research question above.
4. For a strategy, you could have each student create possible questions for 5 of the historical periods, using the information they collected during the presentations. Use the questions to set up a formative assessment of how successful the lesson was.
5. Ask students to write a reflection on the following question as you set up the question game. Are the expectations of teenagers today very different from the expectations of emerging adults throughout history?
6. Encourage students to review the textbook reading that was associated with the content covered over the last two days.
7. Play the question game until the end of class and, as a means of making better connections to curriculum material, go over concepts students have trouble with.
8. Have students prepare for the next class by reading pages 62–89 for homework.

DIFFERENTIATED INSTRUCTION TECHNIQUES

Literacy

- In Teaching/Learning Strategy 2, have students use jigsaw groups to share their individual and expert knowledge about social history as it related to the education and employment needs of emerging adults throughout history.
- As part of Teaching/Learning Strategy 3, have students use a graphic organizer to record the information about education needs and employment requirements during each of the historical periods.

PERSPECTIVES TO CONSIDER

Equity

- Poverty needs to be explored as a situation that causes a great deal of inequity among community members. Ask students to use the work of Ravanera, Rajulton, and Burch (2003) to investigate how poverty could reduce the ability to complete the goals of emerging adulthood, such as finishing school and starting a job.
- Based on the research of Shaienks and Gluszynski (2009), is there a difference between employment income for women and men? Have students explore if this is a worldwide phenomenon and support the reasons the textbook offers as explanations for the findings of the above researchers.

Environmental

Any kind of growth—even that of education—requires an investment in local as well as national resources. Have students describe the different resource strains experienced by universal schooling (school supplies required lumber for books and furniture; construction supplies required lumber, mortar, and bricks; land for farming was turned into school zones; stress of urban life on endangered species, etc.). Encourage students to learn more about the methods used today to ensure the safety of our resources (reforestation projects, recycling programs, reducing paper consumption through the use of computer technology, government incentives such as Eco-Status for schools and communities, etc.). They can do this by exploring web sites that are dedicated to change, such as Ontario Conservation and Environment Canada.

ADDITIONAL SUPPORT**Literacy**

- To help students gain a clearer understanding of the need for primary research, have the class analyze a peer-edited journal together. Be sure to demonstrate how the journal's primary research supports the author's thesis.
- Encourage students to use annotating techniques while reviewing materials suggested in Teaching/Learning Strategy 5.

LESSON 3 EMERGING ADULTHOOD—CURRENT STATISTICS AND TRENDS

ESTIMATED LESSON TIME: 75 minutes

GETTING READY

- Assign the reading of pages 62–89 prior to class.
- Prepare the “Do you expect to ...” activity by gathering red and blue dots and preparing the response statements by writing each of the survey responses on its own piece of paper.

RESOURCES

Individuals and families: Diverse perspectives, pages 62–89, 112, 121

ASSESSMENT FOR LEARNING CHART

Task/Product	Assessment Tool	Type of Assessment	Category of Achievement Chart and/or Learning Skill
Graph Interpretation	Teacher observation	Diagnostic	Thinking
In Focus: Boomers and Other Cohorts	Teacher feedback	Formative	Thinking
Reflection—Representation of Data	Teacher feedback	Formative	Thinking

PRIOR LEARNING

Students will have varying experiences working with graphs and statistics. The teacher should use this lesson to gain an understanding of what level students are at in their interpretation of graphs and statistics.

TEACHING/LEARNING STRATEGIES

1. To focus students for the day's activities, ask them to recall their reflection question from the previous lesson. Have them share some of their future expectations. Explain to students that many researchers explore the past or earlier stages of the life cycle to understand how individuals develop the ideas that lead them to make decisions later in life.
2. Using the board, an interactive whiteboard, or chart paper, present students with same expectations explored by Bibby's 2001 study (see Figure 3-3 on page 62 in the textbook). Ask students to use coloured dots or check marks to identify which of these they expect to incorporate into their future plans. To note differences between genders, ask males and females to use different colours. Tally the class results and compare them to the research conducted by Bibby. Ask students to do a comparative analysis between Bibby's research and the class responses. Have students identify clear distinctions between male and female responses, and the factors that may have influenced the differences between generations as well as genders.

3. Divide students into 8 homogeneous groups. Assign each group a graph or chart from pages 63, 69, 75, 77, 78, 80, 85, and 86, and ask them to identify any important details related to trends. Have groups share their findings.
4. Have students individually read the In Focus feature, Boomers and Other Cohorts, on pages 70–71 of the textbook and answer questions 1–3.
5. Ask students to begin to reflect on the role of charting and graphing as a means of representing and interpreting data by answering the following questions: What elements or qualities make up useful and worthwhile charts or graphs? What qualities can result in a useless demonstration and therefore erroneous interpretation of data?
6. In preparation for Independent Study Phase 2, ask students to read for homework the Research Skills feature, Using Abstracts, on page 81 of the textbook. Ask students to also answer the accompanying questions to gain a greater understanding of how to use abstracts when researching. Encourage students to read over the abstracts located in Chapter 4 on pages 112 and 121 to familiarize themselves with the qualities of abstracts.
7. Have students prepare for the next class by rereading pages 73–78 for homework.

DIFFERENTIATED INSTRUCTION TECHNIQUES

Graphic Organizer

As part of Teaching/Learning Strategy 2, have students use a graphic organizer to record the chart information about being a young adult in Canada today.

Mind Map

In Teaching/Learning Strategy 1, have students use a mapping technique to plan their futures. Explain to students that each component of their map must demonstrate the significant changes they expect to occur (moving out, marriage, career, children, travelling, social status, etc.).

ADDITIONAL SUPPORT

Numeracy

Using the research questions Bibby used to study teenagers, future expectations, have students create their own personal time lines. Remind students that their time lines must demonstrate at what point in their life they hope to accomplish or reach any of these expectations.

Literacy

In Teaching/Learning Strategy 4, have students read the In Focus feature together, using the annolighting techniques to identify key concepts related to cohorts. Encourage students to use annolighting techniques while reading the assigned homework.

Technology

In Teaching/Learning Strategy 2, if you have access to remote controller technology, use it as a means in collecting, compiling, and presenting classroom results. Students can respond anonymously, but by gender, to the teenage expectations laid out in Bibby's 2001 research.