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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Human Services |
| **Course Name** | Interpersonal Studies |
| **Lesson/Unit Title** | Understanding Family Dynamics |
| **TEKS Student Expectations** | **130.275. (c) Knowledge and Skills**  (8) The student determines methods that promote an effective family unit. The student is expected to:  (F) explain how technology such as social media influences family functions and relationships |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Students will:**   * Recognize truths and roles which occur in the family * Determine how family dynamics impacts our lives |
| **Rationale** | We relate and interact with our family members every day. While each family system and dynamics are unique, there are some common threads. Understanding the impact of family dynamics on a young person’s self-identity may help caregivers and Counseling and Mental Health counselors understand the dynamism behind a young person’s existing needs. |
| **Duration of Lesson** | Two 45-minute class periods |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | **Buffering:** Balancing of roles so that the negative aspects of one role can be offset by the positive aspects of another role  **Family Dynamics:** They are the patterns of relating, or interactions, between family members  **Life Passage:** A predictable developmental stage in a person’s life  **Marker Event:** A significant event that marks real change in one’s life  **Multiplicity:** Having several different roles and responsibilities  **Roles:** The responsibilities we assume and how we portray them individually and in the family  **Scapegoating:** The person who gets blamed for the problem is the scapegoat  **Stereotype:** Categorizing all into one type |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector for PowerPoint presentation   **Supplies:**   * Crayons * Markers * Poster board * Rulers * Scissors * Copies of handouts   **PowerPoint:**   * Understanding Family Dynamics   **Technology:**   * TED Talk:   + Kare Anderson: Be an opportunity maker We all want to use our talents to create something meaningful with our lives. But how to get started? (And … what if you’re shy?) Writer Kare Anderson shares her own story of chronic shyness, and how she opened up her world by helping other people use their own talents and passions.<http://www.ted.com/talks/kare_anderson_be_an_opportunity_maker>   **YouTube:**   * Family Dynamics: Scenario 1 Family Dynamic to illustrate closed, inflexible family boundaries.<http://youtu.be/gddHUVT0NPA>   **Graphic Organizer:**   * KWL Chart- Family Dynamics   **Handouts:**   * Double-Entry Journal Notes * Family Roles Tree * Filmstrip Sequencing Activity * What is Your Role? |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Before class begins:**  Write the following words on the board or overhead projector:   * Athlete * Beauty queen * Brain * Breadwinner * Child * Helper * Heroine * Manager * Peace-keeper * Placate * Rebel * Rescuer * Scapegoat * Student * Victim   As students come in and class begins, ask them:   * Do any of these words represent them in their family? * Do some of these words describe their sisters or brothers?   Allow time for discussion.  Distribute graphic organizer KWL Chart- Family Dynamics and have the students complete the first two columns of the chart. Ask the students to write down what they already know about roles in the family such as: mother, child, sister, or grandparent in the “know” section. Students should also write the words that they understand the meaning of. In the “want to know” section, have them write down the words from the board that they do not know the meaning of. Students complete the graphic organizer during lesson closure. |
| **Direct Instruction \*** | Review lesson objectives, terms, and definitions.  Distribute handout Double-Entry Journal Notes. Students will be expected to take notes while viewing the slide presentation. Teacher to determine the notes which will be recorded by students.  Introduce PowerPoint - Understanding Family Dynamics and begin the discussion with students. Allow for questions and answers to check for understanding.  YouTube videos included in the PowerPoint:   * Family Dynamics: Scenario 1 Family Dynamic to illustrate closed, inflexible family boundaries.<http://youtu.be/gddHUVT0NPA>   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * checking for understanding * providing assistance with note taking * allowing extra time |
| **Guided Practice \*** | Ask the students to think about their own family. What are the roles for each family member?  Distribute What is Your Role? handout. Have the students list each family member and their given roles, acquired roles and character roles, as presented in the PowerPoint - Understanding Family Dynamics.  After listing roles of family members, students will work collaboratively in teams of two to determine the characteristics of roles, looking for both similarities and differences from each family.  Allow time for student questions and class discussion after completing the activity.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * extra time * frequent feedback * student praise |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Distribute Family Roles Tree assignment. Students will work individually and the teacher may determine how much detail students need to add to the tree. Teacher will take assignment for a daily grade.  Students will present their completed assignment during Summative/End of Lesson Assessment.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * extra time * frequent feedback * student praise |
| **Lesson Closure** | Review lesson objectives, terms, and definitions.  Students will complete the last column of the KWL Chart-Family Dynamics graphic organizer.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * encourage participation * frequent feedback * praise often |
| **Summative/End of Lesson Assessment \*** | Students will present their “Family Roles Tree”. Teachers may grade on completion, following directions, detail and speaking presentation.  Reflection: Using the information gathered in Understanding Family Dynamics, students will write a one-page summary analyzing their information, noted family roles and family dynamics. Students will reflect on how they plan to use this activity and information now and in the future. The reflection and handouts will be submitted for assessment.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * encourage participation * frequent feedback * praise often |
| **References/Resources/**  **Teacher Preparation** | **Images:**   * Microsoft Clip Art: Used with permission from Microsoft.   **Textbook:**   * Johnson, L. (2004). \_Strengthening family & self\_. (3rd ed.). Tinley Park: The Goodheart-Willcox Company, Inc.   **Websites:**   * Family, Career, and Community Leaders of America (FCCLA) Website containing curricular ideas and information related to family, career, and community.<http://www.texasfccla.org> * Public Broadcasting Service (PBS) Website with links to television, articles, and information on various curricular subjects of public interest.<http://www.pbs.org> * Public Broadcasting Service (PBS) This PBS article discusses the importance of family meal time and gives tips on how to make it successful.<http://www.pbs.org/parents/experts/archive/2012/01/reaping-the-many-benefits-of-f.html>   **YouTube:**   * Family Dynamics: Scenario 1 Family Dynamic to illustrate closed, inflexible family boundaries.<http://youtu.be/gddHUVT0NPA> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Word wall * Journal entries * Additional time to prepare presentation of Family Roles Tree |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Current Events: Assign students to read about the function of individuals within the family. Information can be found in newspaper articles, magazines, journals, and online print. Suggestions:   * Understanding Families: Family Dynamics Each family system and its dynamics are unique, although there are some common patterns. <http://www.strongbonds.jss.org.au/workers/families/familydynamics.pdf> * Read the following PBS article on the benefits of family mealtime.<http://www.pbs.org/parents/experts/archive/2012/01/reaping-the-many-benefits-of-f.html> * Connect the article message to experiences in your own family. * Draw conclusions from the reading about the importance of family dinner time. |
| **Quotes** | Some things you do because you want to. Some things you do because of the needs of others in your family. **-Anonymous Author from RealLivePreacher.com weblog**  Other things may change, but we start and end with family. **-Anthony Brandt** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal Entries:**   * Being part of a family includes having responsibilities such as… * One of the character roles that I do not like being labeled as, is…   **Writing Strategy:**  Distribute Filmstrip Sequencing Activity handout.  Develop a comic strip about a comedic incident which occurred in your family depicting specific family roles. Some of the most famous comics are about every day kind of things!  Here are some basic steps to follow to make your own comic strip.   1. Write the script. This helps you know how many panels you need. The number of panels you need depend on what you want to say. 2. Draw a rough draft of the whole comic strip. Just sketch in stick figures. This will help you know what should go in each panel. 3. Redraw the comic strip on the final paper, but do it very lightly so you can erase. Lightly draw in the balloons around the words so you’ll know how much space you’ll need. 4. Once everything is lightly sketched how you want it, go back, and make the marks dark so you can see them. 5. Color your comic strip and share with classmates. Display comic strips in the classroom. |
| **Communication**  **90 Second Speech Topics** | Ask students to report verbally about the current lesson and its application to their lives.   * How, in your opinion, does stereotyping roles affect people negatively? * Discuss how a marker event in your life changed you for the better. * The expectations I have for my personal roles in the future are…. |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | Read the following article and make a list of the Steps to Step-Family Success. This PBS article by Gloria Lintermans, takes readers through the myths of how step-families blend and how to keep step-families on the right track. Sometimes it’s not that easy.  Public Broadcasting Service (PBS) [www.pbs.org](http://www.pbs.org)<http://www.pbs.org/parents/experts/archive/2011/10/steps-to-stepfamily-success.html>  **TED Talks:**  TEDx is a program of local, self-organized events that bring people together to share a TED-like experience. At a TEDx event, TEDTalks videos and live speakers combine to spark deep discussion and connection in a small group. These local, self-organized events are branded TEDx, where x = independently organized TED event.  The video below is related to this lesson. Allow students to view the video, and lead a discussion concerning the TED Talk.  Kare Anderson: Be an opportunity maker We all want to use our talents to create something meaningful with our lives. But how to get started? (And … what if you’re shy?) Writer Kare Anderson shares her own story of chronic shyness, and how she opened up her world by helping other people use their own talents and passions.<http://www.ted.com/talks/kare_anderson_be_an_opportunity_maker> |
| **Family/Community Connection** | * Have the students investigate community groups, services or organizations that help strengthen families. Example: (MOPS) Mothers’ of Preschoolers, church outreach programs, and local charities. Ask students to create a list of these agencies and what services they provide. * Interview grandparents to gain an insight to how families and relationships have changed. * Compile a list titled “What Makes a Family Strong” and ask students to correlate the list to their own family. How is it different? How is it similar? |
| **CTSO connection(s)** | Family, Career, and Community Leaders of America (FCCLA)<http://texasfccla.org>  **STAR Events:**  FCCLA Family First Project – <http://www.fcclainc.org/>  The FCCLA Families First is a national peer education program through which youth gain a better understanding of how families work and learn skills to become strong family members. Its goals are to: help youth become strong family members and leaders for today and tomorrow and strengthen the family as the basic unit of society. To help members focus their projects, Families First offers five units. Members may complete projects in one or several units. There is no order to them; although, “Families Today” might be a good place to start. It covers topics that provide a general overview of families and related issues:  Families Today: Understand and celebrate families You-Me-Us: Strengthen family relationships Meet the Challenge: Overcome obstacles together Balancing Family and Career: Manage multiple responsibilities Parent Practice: Learn to nurture children |
| **Service Learning Projects** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to lesson.<http://www.nylc.org/>  Possible idea: Organize a group meeting to discuss the struggles and successes of making a blended family work. Perhaps, some of the tips discussed can help others through a challenging time in their lives. |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)