|  |  |
| --- | --- |
| **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** | Crisis and the Family |
| **TEKS Student Expectations** | **130.275. (c) Knowledge and Skills**  (9) The student determines how changes occurring throughout the family life cycle impact individuals and families. The student is expected to:  (C) identify resources and support systems that provide assistance to families in crisis  (E) summarize laws and public policies related to the family |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Students will:**   * Create a brochure to identify, describe and evaluate strategies to respond to different types of family crisis * Differentiate between types of family crises and ways to meet the needs of families * Explain the effects of a crisis on individuals and families * Develop a list of related family crisis resources available in the community |
| **Rationale** | Problems such as divorce, family violence, death, or addictions in the family can strongly affect children. During very difficult family changes, children may experience developmental regressions. In this lesson, students will learn to recognize when a situation actually becomes a crisis. Students will also find resources and strategies to help out in the time of a crisis. |
| **Duration of Lesson** | Three 45-minute class periods |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | **Addiction:** A dependence on a particular substance or action  **Codependency:** A set of unhealthy behaviors learned by family members to survive in a family with great emotional pain and stress  **Child Abuse:** The abusive treatment of children comprising several forms such as neglect, emotional abuse, physical abuse and sexual abuse  **Crisis:** A difficult or dangerous situation that needs serious attention  **Divorce:** When a married couple legally dissolves their marriage  **Domestic Violence:** Violence between family members or intimate friends  **Enabler:** Someone who unknowingly acts in ways that contribute to an addict’s drug use or other addiction  **Intervention:** Interference with the acts of others; the act of coming between  **Separation:** In marriages, when one of the parents lives apart from the family  **Shelter:** A safe place for those who experience physical violence or sexual abuse  **Violence:** Physical force used to harm someone or something |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector for PowerPoint presentation * Computers with Internet access (be sure to follow district guidelines) * Smart Board   **Materials:**   * Brochures from the counselor’s office pertaining to different types of family crises * Construction paper * Magazines * Markers * Paper * Pen * Pencil * Prizes such as pens, pencils, stickers, or candy * Copies of handouts   **PowerPoint:**   * Crisis and the Family   **Technology:**   * Free iPad Apps   + iTunes>Self-Improvement Technique Techniques to help build self-esteem   https://itunes.apple.com/us/app/self-improvement-technique/id503181816  **YouTube:**   * Does Your Relationship Need a Makeover? Check out this PSA: loveisrespect<http://youtu.be/V2Kv-7DB7NA>   **Graphic Organizers:**   * Crisis and the Family Note-Taking   **Handouts:**   * Crisis Support Services * Dating Matters * Dealing with a Crisis Brochure * Family Code * Hotlines and Online Resources * Rubric for Brochure and Presentation |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Prior to lesson:**  Note to Teacher: More information on family crisis situations can be found in these courses/lessons:  **Principles of Human Services**  Family Crisis Management  **Counseling and Mental Health**  Love Shouldn’t Hurt  Just Chill: Don’t Stress Out!  **Before class begins:**  Display brochures from resources or agencies that can assist with families in crisis.  Lead the students in a discussion to determine different types of family crises through questions and answers. Ask students to come up with as many family crisis situations as they can think of. Write them down and display on Smart Board.   * What are some crisis situations which affect children and young people? Marriages? * Older adults? * Where can families find support in dealing with a crisis situation?   Divide students into 4-6 groups. Distribute Crisis Support Services. Explain that they will have ten minutes to find as many organizations as possible that can help with the crisis situations previously listed. They may use their phones or a computer. They are to write the crisis, the name of the organizations which provide support, phone number for each, website, and resources available. The team who finds the most in the allotted time wins a prize.  You may use the Online Stopwatch at <http://www.online-stopwatch.com/> to keep track of the time.  Allow time for each team to read their answers and provide resources for each crisis.  Allow for questions and answers. You may have a student scribe all the information and develop a master list of resources. |
| **Direct Instruction \*** | Introduce lesson objectives, terms and definitions.  Distribute graphic organizer Crisis and the Family Note-Taking. Students will be expected to take notes and complete the graphic organizer while viewing the slide presentation.  Introduce the PowerPoint Crisis and the Family.  View the short video included in the slide presentation:  Does Your Relationship Need a Makeover? Check out this PSA: loveisrespect<http://youtu.be/V2Kv-7DB7NA>  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * encouraging participation * allowing extra time to answer questions |
| **Guided Practice \*** | In groups of two, assign students a crisis situation listed in the PowerPoint presentation. Distribute Dealing with a Crisis Brochure. Students are to make a brochure and present their information concerning their assigned crisis. Information to be included in the brochure:   * Cause and/or symptoms of the crisis * Coping with the crisis * Effects on family members * Strategies to effectively manage the crisis * Resources, laws, and policies available to help cope with the crisis   Have a due date and on that date students are to give a presentation on their topic. Their brochures can be completed either by hand using drawings or magazine clippings for pictures, or on a computer using the brochure maker and incorporating clip art.  Distribute Rubric for Brochure and Presentation so that students may understand what is expected.  Distribute Hotlines and Online Resources handout for students to use as a reference. They may also refer to the Crisis Support Services handout they developed during Anticipatory Set activity.  Provide students time to complete their brochures. Provide guidance as needed. Allow students to proofread and edit each other’s work and practice the oral component of their projects before class presentations.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * shortened assignment * repeated instructions * highlighted or outlined major points * extended time * written and oral instruction |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Students will work independently gathering information for their crisis topic.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * assistance with finding information * positive reinforcement * checking for understanding |
| **Lesson Closure** | Review lesson objectives, terms and definitions.  Questions and answers:   * What is a crisis? * What are some steps in overcoming a crisis? * How does a crisis affect children? * What are some causes of a crisis? * What are some strategies which may be ineffective or harmful in solving family problems? |
| **Summative/End of Lesson Assessment \*** | Team presentations will be assessed with previously provided rubric and personal reflection assignment.  Allow for class discussion immediately following each presentation.  Students will each write a one-page personal reflection on what they learned from this lesson and how they plan to use the information now and in the future. Encourage them to include skills that are necessary to enhance personal and career effectiveness in the career field of counseling and mental health services.  *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 * shortened length of project and/or presentation * using positive reinforcement |
| **References/Resources/**  **Teacher Preparation** | **Textbooks:**   * Parnell Frances Baynor. (2001). *Skills for personal and family living*. (pp. 195-206). Tinley Park: The Goodheart-Willcox Publishing Company. * Sasse Connie. (2004). *Families today*. (4th ed., pp. 285-304). New York: McGraw Hill Glencoe.   **Websites:**   * American Red Cross Plan and prepare information.<http://www.redcross.org/prepare> * Centers for Disease Control and Prevention Facts Sheets – Underage Drinking<http://www.cdc.gov/alcohol/fact-sheets/underage-drinking.htm> * Child Protective Services Division of Texas  For additional information on abuse and neglect, visit: [http://www.dfps.state.tx.us/Child\_Protection/About\_Child\_Protective\_Services/](http://www.statisticbrain.com/youth-violence-statistics/) * Mothers Against Drunk Driving (MADD) “The mission of Mothers Against Drunk Driving is to stop drunk driving, support the victims of this violent crime and prevent underage drinking.”  <http://www.madd.org/> * Statistic Brain  Youth Violence Statistics<http://www.statisticbrain.com/youth-violence-statistics/> * Mental Health Crisis Hotlines Source: Texas Health and Human Services  Crisis hotlines available for individuals needing someone to talk to during times of crisis.  <https://dshs.texas.gov/mhsa-crisishotline/> * 15 Common Defensive Mechanisms  Defense mechanisms are one way of looking at how people distance themselves from a full awareness of unpleasant thoughts, feelings and behaviors. <https://psychcentral.com/lib/15-common-defense-mechanisms/>   **YouTube:**   * Does Your Relationship Need a Makeover? Check out this PSA: loveisrespect<http://youtu.be/V2Kv-7DB7NA> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Make sure students understand the vocabulary (word wall) before moving forward with this lesson. They are to make flash cards using an index card with the word on one side and the definition on the other. It is important for all students, especially ELL’s, to have a firm foundation before moving forward. This is key to following the entire lesson. * word wall * extra processing time * pre-teach vocabulary |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Current Events: Assign students to read about family crisis management. Information can be found in newspaper articles, magazines, journals and online print.  Dating Matters |
| **Quotes** | The thing about family disasters is that you never have to wait long before the next one puts the previous one into perspective. **-Robert Brault**  When written in Chinese, the word “crisis” is composed of two characters: One represents danger and the other represents opportunity. **-John F. Kennedy**  There’s nothing like a family crisis, especially a divorce, to force a person to re-evaluate his life. **-Michael Douglas** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal Entries:**   * How can a crisis impact a relationship with your peers? * Through hard work and determination, what situation in my life can I improve? * A family crisis affects children by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * Positive ways to handle a crisis are \_\_\_\_\_\_\_\_\_\_\_\_\_.   **Writing Strategy:**   * RAFT writing strategy   + Role: Friend   + Audience: Someone needing help   + Format: Informal letter   + Topic: Encouraging letter to help get through a difficult time |
| **Communication**  **90 Second Speech Topics** | * Family laws that protect children in the event of domestic violence include\_\_\_\_\_\_\_\_\_\_. * A serious illness can affect family life by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * Common indicators that someone has a problem with alcohol are \_\_\_\_\_\_\_\_\_. |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | * Lesson for Effectively Managing Stress For reinforcement, students will create a chart identifying substance related disorders and symptoms. * For enrichment, students will research and develop charts and graphs depicting the cost of substance abuse to society (for example, treatment costs and law enforcement costs). * Discuss how a family crisis can have a correlation with child abuse. Share child abuse facts with the students. Allow for discussion and questions.<http://visual.ly/get-facts-child-abuse> * Have students watch crisis prevention video clips on YouTube<http://www.bing.com/videos/search?q=youtube+crisis+prevention+video&qpvt=youtube+crisis+prevention+video&FORM=VDRE#x0y836> * Have students develop a list of related family crisis resources available in the community. Students may use a phone book and Internet to compile a list of hotlines, social services agencies and organizations, support groups, health care professionals, religious organizations, and shelters. * Have students write a newspaper article about how to differentiate between the types of family crises and ways to meet the needs of families. The article will also include effects of a crisis on individuals and families. |
| **Family/Community Connection** | * Have a guest speaker come to talk to class from Mothers Against Drunk Driving (MADD). * Invite a panel of professionals from various social services agencies and organizations to discuss their services and careers. * Interview the school counselor to determine how the school district provides help for families in crisis. * The National Center for Missing & Exploited Children® (NCMEC) provides safety and prevention resources for families and professionals focusing on child abduction, child sexual exploitation and Internet safety. For additional information and resources, visit: <http://www.missingkids.com/home> * NetSmartz Workshop The NetSmartz Workshop is an interactive, educational safety resource for children ages 5 to 17. NetSmartz prepares children to behave responsibly when confronted with issues concerning Internet safety. * Child ID Workshop NCMEC recommends families have a Child ID kit prepared for each child in the event he or she is missing. One of the most important pieces of this kit is an up-to-date, good quality photo. |
| **CTSO connection(s)** | Family, Career and Community Leaders of America (FCCLA) <http://texasfccla.org/>  **STAR Events:**   * Chapter Service Project (Display and Manual): A team event, recognizes chapters that develop and implement an in-depth service project that makes a worthwhile contribution to families, schools, and communities. Students must use Family and Consumer Sciences content and skills to address and take action on a community need.   Advocacy: An individual or team event that recognizes participants who demonstrate their knowledge, skills, and ability to actively identify a local, state, national or global concern, research the topic, identify a target audience and potential partnerships, form an action plan and advocate for the issue in an effort to positively affect a policy or law. |
| **Service Learning Projects** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to lesson. For additional information on service learning see: <https://nylc.org/>   * Hosting a blood drive with the Red Cross is a partnership. You offer a suitable location, recruit and schedule donors, and publicize the drive. * Students perform a canned food drive for a family in need. * Students do a coat/blanket drive for homeless people during cold months. * Students collect change to purchase items for a family in need. |

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)