**TEXAS CTE LESSON PLAN**

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| **Lesson Identification and TEKS Addressed** | |
| **Cluster** | Human Services |
| **Course** | Interpersonal Studies |
| **Lesson/Unit Title** | Components of a Strong Family Unit |
| **TEKS Student Expectations** | **130.275. (C) Knowledge and Skills**  (8) The student determines methods that promote an effective family unit.  (A) The student is expected to describe diverse family structures  (B) The student is expected to identify the function of individuals within the family  (C) The student is expected to compare functions of families in various cultures  (E) The student is expected to determine procedures for meeting individual and family needs through resource management  (F) The student is expected to explain how technology influences family functions and relationships |
| **Basic Direct Teach Lesson** | |
| **Instructional Objectives** | **The student will:**   * Determine the ways to meet individual and family needs * Investigate the programs available to help families * Understand the various family structures and what is required to make a family an effective one * Create a story book depicting the components of a strong family unit in collaboration with a partner |
| **Rationale** | What are the functions of individuals within the family? How do they influence the family unit? We relate and interact with our family members every day. While each family system and dynamics are unique, there are some common threads. What happens to the family when the car breaks down or someone gets ill? Usually these life events affect the entire family unit. Members of the family must assist in helping others, assuming additional roles of responsibility and sacrificing their own needs and wants for a period of time. A strong family unit will adjust to changes for the good of the family. Do you want to have a family of your own someday? Do you know what the components of a strong family unit are? |
| **Duration of Lesson** | Four 45-minute class periods |
| **Word Wall** | **Abuse:** To knowingly hurt someone, to show power or control, or to belittle someone to benefit yourself  **Adoptive family:** A family unit in which parents have gone through the legal process to have non-biological children made part of the family  **Blended family:** Consists of a previously married husband and/or wife with children (step-children)  **Couple/childless family:** Husband and wife that have no children  **Dysfunctional family:** A family that operates negatively thus damaging the individual family members and the family unit as a whole  **Extended family:** Several generations of one family living together and/or sharing family activities  **Family:** A group of people related by blood, marriage or adoption living together as a unit  **Foster family:** Parents that support non-biological children by providing a home and family for a period of time  **Healthy family:** A family that demonstrates love and support and possesses qualities such as communication, respect, forgiveness, trust, and laughter  **Marker event:** A significant event that marks real change in one’s life  **Nuclear family:** Includes two parents and their biological or adopted children  **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  **Single adult family:** Household consisting of one adult  **Single parent family:** Includes one parent and one or more children  **Traditions:** Rituals that bring meaning and memories to the family |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector for PowerPoint presentation * Computers with Internet access (be sure to follow district guidelines)   **Materials:**   * Brochures from the counselor’s office pertaining to different types of family crises * Family games such as Bingo, Monopoly, or Game of Life * Pictures of families * Pictures of various types of homes   **Supplies:**   * Construction paper * Magazines * Markers * Paper * Pen * Pencil * Prizes such as pens, pencils, stickers, or candy * Copies of handouts   **PowerPoint:**   * Components of a Strong Family Unit * Presentation Notes for Components of a Strong Family Unit   **Technology:**  Free iPad App:  Health Mate – Steps Tracker and Life Coach<https://itunes.apple.com/us/app/health-mate-steps-tracker/id542701020?mt=8>  **TedxTalk:**  Dinner makes a difference: Laurie David at TEDxManhattan Producer of Al Gore’s “An Inconvenient Truth,” Laurie David has authored best-selling books, executive produced television specials and documentaries and has been called the Bono of climate change by Vanity Fair. Now she’s bringing it all home to her kitchen table.<http://youtu.be/GzB0BDstCI0>  **Videos:**  Faces of America Episode: Family traditions and customs. Stephen Colbert talks about traditions and customs he’s kept alive in his own family over the generations.<http://video.pbs.org/video/2247082872>  **Graphic Organizers:**   * Double-Entry Journal Notes * Components of a Strong Family Unit – Graphic Organizer   **Handouts:**   * Components of a Strong Family Unit Project * Family Scavenger Hunt * Hotlines and Online Resources * Meeting the Needs of the Family and Beyond * Resources and Support Services * Rubric for Storytelling |
| **Anticipatory Set** | **Prior to class:**  Become familiar with StoryBird by viewing a tutorial on using StoryBird.com.<http://youtu.be/T00YjRBIcIw> StoryBird is a visual storytelling community and a global hub of readers, writers, and artists of all ages. The students will be creating a story during Independent Practice. The sign-up is free for this visual website.  Display pictures of different types of family structures around the room.  Teacher note: Please be aware that some students may be sensitive to discussing their family structures and situations.  **Before class begins:**  As students walk in, have photos and magazine pictures of different types of family structures on display around the room. Begin discussions about family structures. Ask, “Do any of these look like your family structure?” Allow time for classroom discussion.  Discuss what the word “family” means to the students. Use <http://www.tagxedo.com/> to develop a word cloud of the terms and adjectives.  Write a scenario on the board. Read it aloud to the class and have the students brainstorm ways the family can help the situation.  **Scenario:** A family of four lives in a small three-bedroom home: one bedroom for the parents and one bedroom for each child. The home has one and a half bathrooms. Grandmother lives alone. Recently she fell and now needs to have hip surgery. After surgery, Grandmother will need a lot of care and physical therapy. She cannot return to her home during the recovery period because she will be bed-bound for two months, and there is no one at her home to take care of her. She will need a private room to receive physical therapy. Eventually, she will need assistance getting around.   * What can the family do for Grandmother? * How will the roles and responsibilities change for the family? * How will the family manage its time and resources to help Grandmother? * How can technology assist in this process? * Do you have a grandparent living with you? How does this influence your family dynamics? * Do you have other relatives living with you? * What is a blended family?   Distribute Family Scavenger Hunt handout. Students will walk around the classroom to find someone who has the family dynamics or situations stated on the handout. No person can sign more than one, and no person can sign his or her own name. Allow the students about five minutes to complete this activity. You may opt to pass out prizes for those students that completely fill out their scavenger hunts.   * What did you discover about your peers concerning family dynamics? * What do you think the components are for a strong family unit?   Option:  If quantity of data permits, have students create bar graphs. Allow a student to demonstrate how to work out a percentage. |
| **Direct Instruction with Special Education Modifications/**  **Accommodations** | Review lesson objectives, terms, and definitions.  Introduce PowerPoint Components of a Strong Family Unit. Students will complete the graphic organizer Double-Entry Journal Notes during the PowerPoint presentation. Students may take additional notes on the back.  Distribute Components of a Strong Family Unit – Graphic Organizer handout. Allow students to complete the graphic organizer. Discuss their answers. Check for understanding.  Review the different types of family structures. Ask if each student can identify his or her own. Allow time for classroom discussion.  Discuss family traditions and ask for examples. How do traditions differ among various cultures? Allow time for classroom discussion.  As a group, compile a list titled “What Makes a Family Strong?” Assign a scribe to write the answers on the board. Ask students to correlate the list to their own families. How is it different? How is it similar?  Video included in the PowerPoint presentation:   * Faces of America Episode: Family traditions and customs. Stephen Colbert talks about traditions and customs he’s kept alive in his own family over the generations.<http://video.pbs.org/video/2247082872>   *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 * Providing frequent praise |
| **Guided Practice with Special Education Modifications/**  **Accommodations** | Distribute Resources and Support Services handout. With partners, students will research organizations that can provide support to individuals and families. Complete the chart by adding the necessary information.  Distribute the handout Meeting Needs in the Family and Beyond. Instruct the students to work with a partner or in a small group. Students will read the passage and write a response indicating how to meet the needs of an individual family and the neighbors. Students must find three resources from the Internet that could supply a means of help for the community and families. Distribute **Hotlines and Online Resources** as a resource for this activity.  Assist students with Internet research and encourage them to think outside of what seems to be the obvious answer for help. There is no right or wrong answer. There are many ways to arrive at the solution.  You may either have students report their findings to the class or take up their papers for a grade.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * Providing peer tutoring * Reducing length of assignment * Providing frequent praise |
| **Independent Practice/Laboratory Experience with Special Education Modifications/**  **Accommodations** | Have students work collaboratively in teams of two to write a short story depicting components of a strong family unit. Distribute Components of a Strong Family Unit Project handout.  Story should include:   * Family life cycle * Family structures * Roles of an individual * Ways to meet individual and family needs * Resources and services available to the family * Use of technology within the family unit   Check stories for correct spelling, grammar, and punctuation.  Distribute Rubric for Storytelling so that students may understand what is expected.  Students will be provided with time to complete their projects. 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. Stories will be shared during Lesson Closure.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * Assisting student in gathering information * Providing praise and encouragement |
| **Lesson Closure** | Review lesson objectives, terms, and definitions.  Students will read and share the stories they created during Independent Practice.  Distribute handout What Did You Learn Today? The lesson closure activity is an instructional strategy which allows students to summarize main ideas, evaluate class processes, answer questions posed at the beginning of the lesson, and link to both the past and future. It also allows the teacher to evaluate the progress of the students and lesson. |
| **Summative/End of Lesson Assessment with Special Education Modifications/**  **Accommodations** | Team presentations will be assessed with the previously provided rubric and personal reflection assignment.  Students are to write a reflection paper briefly describing the different family structures. The paper should conclude with students explaining their own family structures and the unique benefits of their family units.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * Grading according to mastery of work * Assisting students in gathering information * Providing frequent praise |
| **References/Resources** | **Images:**  Microsoft Clip Art: Used with permission from Microsoft.  **Textbook:**   * *Strengthening Family and Self*. The Goodheart-Wilcox Company, Inc., Copyright 2004   **Websites:**   * Bureau of Labor Statistics What Effects do Macroeconomic Conditions Have on Families’ Time Together? <http://www.bls.gov/ore/pdf/ec120030.pdf> * Forum on Child and Family Statistics The Federal Interagency Forum on Child and Family Statistics, or the Forum, is a working group of federal agencies that collect, analyze, and report data on issues related to children and families. The Forum has partners from 22 federal agencies as well as partners in private research organizations. <http://www.childstats.gov/index.asp> * Maternal and Child Health The Federal Title V Maternal and Child Health program has provided a foundation for ensuring the health of the nation’s mothers, women, children, and youth, including children and youth with special health care needs, and their families.  http://mchb.hrsa.gov/ * Public Broadcasting Service (PBS) Website with links to television, articles and information on various curricular subjects of public interest. [http://www.pbs.org](http://www.pbs.org/)<http://www.pbs.org/parents/cominghome/article-homecomings.html> * StoryBird StoryBird is a visual storytelling community and a global hub of readers, writers, and artists of all ages. * Texas State University Dysfunctional Family Patterns   **Video:**   * Faces of America Episode: Family traditions and customs. Stephen Colbert talks about traditions and customs he’s kept alive in his own family over the generations. [http://video.pbs.org/video/2247082872](http://cte.sfasu.edu/wp-content/uploads/2014/07/Double-Entry-Journal-Notes.pdf) |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Word wall * Journal entries * Additional time to prepare written paper * Ask students to repeat your instructions back to you to be sure they know what is expected of them. * Discuss vocabulary in detail, making sure students understand before moving on. * Use graphic organizers and visuals to help explain the lesson. |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Current Events: Assign students to read about the family unit. Information can be found in newspaper articles, magazines, journals, and online print.  Suggestions:   * The following articles from PBS discusses military personnel returning home and the adjustments that the family must make. Other related articles are on this website as well.   Public Broadcasting Service (PBS) [http://www.pbs.org](http://www.pbs.org/)<http://www.pbs.org/parents/cominghome/article-homecomings.html>   * Encourage students to connect reading to real life experiences or prior knowledge. Read articles or books on families. Examples could be: stories of historical families, presidential families, a current news story of a community family or other biographies and autobiographies. * Encourage students to “make predictions” about the text content prior to reading. “I think it’s going to be about…” This encourages active reading and keeps students interested. While reading, the students may revise their original predictions or make new ones. |
| **Quotes** | Look for the good, not the evil, in the conduct of members of the family.  **-Yiddish Proverb**  When I do something in my family because I really enjoy it, then my duty has become my pleasure. And it is a pleasure for all the people around me.  **-Dr. Jess Lair**  The Family. We were a strange little band of characters trudging through life sharing toothpaste, coveting one another’s desserts, hiding shampoo, borrowing money, locking each other out of our rooms, inflicting pain and kissing to heal it in the same instant, loving, laughing, defending, and trying to figure out the common thread that bound us together.  **-Erma Bombeck**  A family is a unit composed not only of children but of men, women, an occasional animal and the common cold.  **-Ogden Nash** |
| **Writing Strategies** | **Journal Entries:**   * The best way to show support to a family member during a difficult time is\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * If I noticed abuse in my friend’s family, I could help by\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * A strong family unit consist of a family that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * My roles in life include \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.   **Writing Strategies:**  RAFT   * Role: Parents * Audience: Children * Format: Letter * Topic: The needs of a strong family unit |
| **Communication 90 Second Speech Topics** | Ask students to report verbally on the one of the following topics:   * The importance of eating regular meals together as a family * Steps to resolve abuse in the family |
| **Other Essential Lesson Components** | |
| **Enrichment activity** | * Students research and make a list of the available resources to deal with family abuse. Students could post in the counselor’s office or around the school (with permission). * Ask students to look for and identify the different family structures as a homework assignment. Cite examples of different types from TV shows, movies, literature, or history. For each type, list the positive and negative characteristics of each type of family structure. * Research the latest statistics on effects of societal, demographic, and economic trends on individuals and the family. * Research the process of adopting a child in the United States. Compare findings to adopting a child from another country. * TED Talks: TED is a nonprofit devoted to spreading ideas, usually in the form of short, powerful talks (18 minutes or fewer). The video below is related to this lesson. Allow students to view the video and lead a discussion concerning the TED Talk.   Dinner makes a difference: Laurie David at TEDxManhattan Producer of Al Gore’s “An Inconvenient Truth,” Laurie David has authored best-selling books, executive produced television specials and documentaries and has been called the Bono of climate change by Vanity Fair. Now she’s bringing it all home to her kitchen table.<http://youtu.be/GzB0BDstCI0> |
| **Family/Community Connection** | * Interview grandparents to gain an insight to how families and relationships have changed throughout the decades. * Search the Internet to analyze different family structures in other countries. * Compare and contrast with families in the United States. * Bring pictures from home and share your family structure with the class. * Ask a counselor or community guest speaker to come in and discuss the danger signs of abuse in the family. Speaker should give students ways to protect themselves and resources available to them, should they need it. |
| **CTSO connection** | 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. * Interpersonal Communication – An individual or team event – recognizes participants who use Family and Consumer Sciences and/or related occupations skills and apply communication techniques to develop a project designed to strengthen communication.   **National Program:**  Stop the Violence – FCCLA program with tip sheets, lesson plans and ideas for further discussions of family violence, bullying and domestic abuse. Ask students to make a PowerPoint discussing a topic. |
| **Service Learning Projects** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to the lesson. For additional information on service learning see [http://www.ysa.org/](http://cte.sfasu.edu/wp-content/uploads/2014/07/Components-of-a-Strong-Family-Unit-Graphic-Organizer.pdf)  Have a group meeting to discuss ways to help out a local women’s shelter.   * Call to talk to an employee about what students could do to help * Have students make posters to post around school asking for donations of shelter needs * Gather the items by a certain date * Encourage students to write encouraging notes to add with donations * Deliver items to shelter * Report community service project to school or local newspaper |

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)