|  |  |
| --- | --- |
| **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** | It is All in the Family-Family Relationships |
| **TEKS Student Expectations** | **130.275. (c) Knowledge and Skills**  (5) The student analyzes the family's role in relationship development. The student is expected to:  (A) examine the development of relationships;  (B) investigate the family's role in fostering the abilities of its members to develop healthy relationships; and  (C) analyze effects of cultural patterns on family relationships.  (8) The student determines methods that promote an effective family unit. The student is expected to:  (A) describe diverse family structures;  (B) identify the function of individuals within the family;  (C) compare functions of families in various cultures. |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Students will:**   * Identify and define the characteristics of a diverse family structure, explain the function of the individuals within the family * Compare and predict how cultural, societal, demographic, and economic trends may affect them * Create a poster board visual display of their research and share their family structure with peers |
| **Rationale** | The first relationships you have in life are with your family. Positive family relationships serve as an important function in your life. Modern families are dynamic and fluid, made up of different roles. Families are the basic foundational structure for individual growth and development. |
| **Duration of Lesson** | Four 45-minute class periods |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | **Adoptive family:** Parents and their adopted children  **Blended family:** Husband, wife, and children from previous marriages  **Childless family:** Couples who choose to not have children  **Enculturation:** is when one generation passes along what is has learned to the next generation  **Extended family:** A family in which relatives, in addition, to parents and children live in a single household.  **Nuclear family:** Children raised by both their biological parents  **Nurture:** To educate, help or develop  **Single parent:** Children raised by one parent  **Tolerance:** Sympathy or indulgence for beliefs or practices differing from or conflicting with one’s own |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector for PowerPoint presentation * Computers with internet access (be sure to follow district guidelines)   **Materials:**   * Construction paper * Crayons * Family pictures (see Anticipatory Set) * Glue * Markers * Poster boards * Printer * Scissors * Copies of handout   **PowerPoint:**   * It’s All in the Family * Presentation Notes for It’s All in the Family   **Technology:**   * Free iPad App:   + Free – Freetime with People You Like<https://itunes.apple.com/us/app/free-freetime-people-you-like/id994244399?mt=8> * Infographic:   + Modern Family We live in a digital world, and the way we live in the family unit is changing. The stats in this infographic are from Britain, but they are also relevant to North Americans. The digital world is a small place. The culture has changed, and we have to learn how to adapt to it, and help parents in this new reality.<http://www.youthministrymedia.ca/social-media/infographic-the-modern-family> * Tedx Talk:   + Aicha el-Wafi + Phyllis Rodriguez: The mothers who found forgiveness, friendship  Phyllis Rodriguez and Aicha el-Wafi have a powerful friendship born of unthinkable loss. Rodriguez’ son was killed in the World Trade Center attacks on September 11, 2001; el-Wafi’s son Zacarias Moussaoui was convicted of a role in those attacks and is serving a life sentence. In hoping to find peace, these two moms have come to understand and respect one another.<http://www.ted.com/talks/9_11_healing_the_mothers_who_found_forgiveness_friendship?language=en>   **YouTube:**   * YouTube Fresh Prince of Bel Air link:<http://www.youtube.com/watch?v=3qHA366oRMs> * YouTube Leave It to Beaver Clip:<http://youtu.be/ULK_PNaS6d0> * YouTube The Cosby Show clip:<http://youtu.be/nFY0HBkUm8o>   **Graphic Organizer**   * Families in a Changing World * It’s All in the Family Note Taking * It’s All in the Family Note Taking (Teacher Key)   **Handouts**   * Families Today * Families Today (Teacher Key) * Rubric for Family Structure Group Project |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | Note to teacher: Free publications and Teaching Tolerance kits are available free to educators at <http://www.tolerance.org/teaching-kits>  **A few days before this lesson:**  Ask students to bring one to two pictures of their favorite family function, event, or holiday to share with the class.  When class begins, students will line up in order from least to greatest of the number of members of their family household. Students may not talk as they are lining up and will need to find another way to communicate. Students with the same number of family household members may line up next to each other. After students have lined up appropriately, have students at each end share the number of family household members and the makeup of the family structure.  The line will then fold in half so that the person on either end of the line are now standing in front of each other and so on. If there is an odd number of students, a group of three may be at the end. Students will then share with the person across from them the makeup of their family structure. Ask the following questions:   * How many have a nuclear family? * How many have a blended family? * How many have a single parent family? * How many have an extended family? * What is your role within the family structure? * Is the function of the family different in other cultures? How? * Due to the sensitive matter, you may want to avoid asking about adoptive family, legal guardians, or foster families.   Have class share their picture(s) of their favorite family function, event, or holiday.  Post pictures on the wall for the duration of the lesson.  Teacher may use these partners to form eight groups for the research project. |
| **Direct Instruction \*** | Introduce objectives, terms, and definitions.  Introduce PowerPoint, It’s All in the Family.  Students will complete the graphic organizer It’s All in the Family Note-taking using the information in the PowerPoint.  What do statistics indicate about families today? Research United States Census Bureau to determine the composition of today’s households.<http://www.census.gov/prod/cen2010/briefs/c2010br-14.pdf> Students will take notes using Families Today as teacher shares statistics about families today. Based on these facts, students will predict the effects of societal, demographic, and economic trends on individuals and the family.  Discuss at least three careers that are represented in the community that are related to working with families. How do people in these careers strengthen the family unit?  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * may work with a peer group to complete graphic organizer * allow more time to finish handout |
| **Guided Practice \*** | In a computer lab:  In groups of 2-3, students will be assigned one of the eight different modern family structures. Students will need to find information and statistics illustrating their family structure type to include culture, societal issues, demographic facts, economic trends, and any other pertinent information. Students will complete Families in a Changing World to record their information.  Students may use graphic organizer It’s All in the Family Note taking for reference. See References/Resources for suggested websites that may be used for research.  Introduce group project. Groups will be given the Rubric for Family Structure Group Project as a guide for their research and poster board. Teacher will review student expectations.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * will work with a peer group * may be allowed additional time to complete expected activities |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | In a computer lab:  Family Structure Group Project: Students will continue working on the family structure from Guided Practice. Students will need to find information and statistics illustrating their family structure type to include culture, societal issues, demographic facts, economic trends, and any other pertinent information.  Students will continue to research of their specific family structure. See References/Resources for suggested websites that may be used for research.  Once research is completed, groups will begin work on their poster board.  Students may use the Rubric for Family Structure Group Project for reference.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to*   * students will work in peer groups * students may have more time to complete assigned project |
| **Lesson Closure** | Review objectives, terms, and definitions.  Students will share their research in the form of an oral presentation, accompanied by their poster board. |
| **Summative/End of Lesson Assessment \*** | Student projects will be assessed with rubric for each presentation.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * will work with a peer group * may be allowed additional time to complete expected assessment |
| **References/Resources/**  **Teacher Preparation** | **Images:**   * Microsoft Clip Art: Used with permission from Microsoft.   **Textbooks:**   * Sasse, C.R. (2004). *Families today*. New York: Glencoe/McGraw Hill.   **Websites:**   * Family Ties   What is a family? What are the family types? Canadian Census of Families (may be used for information, but statistics are not applicable)<http://www.edu.pe.ca/southernkings/familytypes.htm> * Mapping America  Family Research Council: Behavior Problems and Family Structure<http://downloads.frc.org/EF/EF08K10.pdf> * National Crime Prevention Council  How Parents can teach Kids about Diversity<http://www.ncpc.org/topics/hate-crime/diversity> * Scholastic Magazine website  Article – Teaching Diversity: A Place to Begin<http://www.scholastic.com/teachers/article/teaching-quotdiversityquot-place-begin> * Teaching Tolerance  A place for educators to find thought-provoking news, conversation, and support for those who care about diversity, equal opportunity, and respect for differences in schools<http://www.tolerance.org/> * United States Census Bureau  America’s families and living arrangements<http://www.census.gov/prod/cen2010/briefs/c2010br-14.pdf> * Wikipedia (not a verified source, but can still be citied)  American Family Structure<http://en.wikipedia.org/wiki/American_family_structure> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * ELSP Sentence starter, “I live in a \_\_\_\_\_\_\_\_\_\_ family”. Each student shares their headline with the class. * ELPS Sentence starter, “One thing both these families have in common is\_\_\_\_\_\_\_\_\_\_\_\_\_” * Word wall * Provide visuals * Allow extra processing time |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Current Events: Assign students to read about family structures. Information can be found in newspaper articles, magazines, journals, and online print. Suggestions:   * The Many Kinds of Family Structures in Our Communities by Julie Olsen Edwards.<http://www.scoe.org/files/ccpc-family-structures.pdf> * Types of Family Structures<http://family.lovetoknow.com/about-family-values/types-family-structures> * Understanding Family Structures and Dynamics   <http://health.howstuffworks.com/pregnancy-and-parenting/understanding-family-structures-and-dynamics-ga.htm>  Students should each print a source of information about a family structures, pair off and trade documents then use the “read, write, pair, share” strategy. First reading independently, then writing about what they have read and finally discussing in pairs their insight into the family structures they have read about. |
| **Quotes** | The bond that links your family is not one of blood, but of respect and joy in each other’s life. Rarely do members of one family grow up under the same roof.  **-Richard Bach, an American author**  A family is a unit composed not only of children but of men, women, an occasional animal, and the common cold.  **-Ogden Nash**  As the family goes, so goes the nation and so goes the whole world in which we live. **-Pope John Paul II**  We must learn to live together as brothers or we will perish together as fools.  **-Martin Luther King, Jr** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal Entries:**   * My idea of a good family relationship is\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * What qualities build strong family relationships? * I feel I have an important role in my family because\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * Families are important to society because\_\_\_\_\_\_\_\_\_\_\_.   **Writing Strategy:**   * RAFT-stands of Role (of the writer), Audience, Format, and Topic.     + Role – Child   + Audience – Parent   + Format – Letter   + Topic – Ways to strengthen the family structure |
| **Communication**  **90 Second Speech Topics** | * Ten cool things about my family are\_\_\_\_\_\_\_\_\_\_\_. * What makes my family special is \_\_\_\_\_\_\_\_\_\_? * I like when my family\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * I wish my family would\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | Develop a family story. Family stories are stories that you write about your family members. They can also deal with events that happened to you and your family members. You might not even be in the story, but other family members are. Suppose you write a story about yourself, your mom, dad, or entire family. That would be writing a family story. A great example is the Little House on the Prairie series by Laura Ingalls Wilder. Family stories are fun to write because you can pick an event in which you do something exciting with your family members. The story doesn’t necessarily have to include your parents. You might want to write a story about your aunt, uncle, cousins, and grandparents. You might even want to write a story about your dog and yourself.  Create a questionnaire to ask family and friends about their family structures. Present findings to class for extra credit.  As another enrichment activity, students will develop a graph to show the composition of today’s households including the family structure.  Interpersonal Studies – Multiple Choice Math Assessment Problems  Question 8. If Mr. Adams loses his job where he made $3,000.00 a month and must take another job that pays 25% less, how many more hours a month will Mrs. Adams have to work at her job that pays $8.25 an hour in order to make up the difference?   a. 63 hours a month   b. 75 hours a month   c. 91 hours a month   d. 104 hours a month  **Answer** C  **Interpersonal Studies – Writing Prompts**  Think about how cultural patterns affect family relationships. Write an essay in which you state your position on the effects of cultural patterns on family relationships.  (10th and 11th grade persuasive writing)  **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.  Aicha el-Wafi + Phyllis Rodriguez: The mothers who found forgiveness, friendship Phyllis Rodriguez and Aicha el-Wafi have a powerful friendship born of unthinkable loss. Rodriguez’ son was killed in the World Trade Center attacks on September 11, 2001; el-Wafi’s son Zacarias Moussaoui was convicted of a role in those attacks and is serving a life sentence. In hoping to find peace, these two moms have come to understand and respect one another.<http://www.ted.com/talks/9_11_healing_the_mothers_who_found_forgiveness_friendship?language=en> |
| **Family/Community Connection** | Students will create a family bumper sticker. Their bumper sticker must include a family motto related to their own personal family. They will obtain feedback from their parents, siblings, and other family members to determine the family motto. Bumper stickers can be displayed with the student tri-fold display project boards. |
| **CTSO connection(s)** | **Family, Career, and Community Leaders of America (FCCLA)** [**http://www.texasfccla.org**](http://www.texasfccla.org)  **FCCLA Family First Project**<http://www.fcclainc.org/content/families-first/>  The FCCLA Families First 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 particular 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. For additional information on service learning see <http://www.nylc.org/>  Possible ideas:  Lead students to plan a cultural family fun day.  Volunteer at a family health fair. |

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)