



Department of Teaching and Learning

Family Life Education

GRADE: 10

Lesson 1

TIME:

One class period

LESSON FOCUS: Family unit and future Family and Career goals.

STATE STANDARD:

10.17 The student will review the positive aspects of family life as a basic unit of society and as a means of personal development.

DESCRIPTIVE STATEMENT:

Instruction includes a review of family functions and forms, with particular emphasis on family interactions. The family unit is described as a primary factor for the development of one's personality and for preparation for adulthood as either a married or a single person. The relationship of the family unit to the community and the world is stressed.

STATE STANDARD:

11.1 The student will evaluate individual strengths and weaknesses in relation to personal, educational and career goals.

DESCRIPTIVE STATEMENT

Students are guided through a realistic self-assessment including working toward personal improvement, setting short- and long-term goals, formulating action plans, establishing priorities and using school and community resources. Emphasis is placed on the variety of choices available to young individuals and the need for sound decision-making. The impact of social networking sites, such as MySpace, Facebook and Twitter, on goals will be discussed.

STATE STANDARD:

11.6 The student will develop skills in making parenting decisions.

DESCRIPTIVE STATEMENT: Students explore the relationship between personal and family development and planning for parenthood. They analyze the factors to be considered in family planning, such as education, career development, finances, marriage preparation and maturity.

LEARNING TARGET:

I can explain the positive influences the family unit has on individuals and recognize how the family unit influences my personal and career goals.

KEY TERMS:

- Family unit
- Adulthood
- Self-assessment
- Goals
- Short-term goals
- Long-term goals
- Action plan
- Social networking

MATERIALS NEEDED:

- LCD Projector
- PowerPoint presentation
- blank paper cut into 4 even squares

Video Links-(The following links will be found within the PowerPoint presentation)

- "A Pep Talk from Kid President to You" motivational video. (3:27 min.)

<https://www.youtube.com/watch?v=l-gQLqv9f4o>

LINK (activate prior knowledge/lesson intro.)

Open the PowerPoint presentation- The lesson will be taught using the presentation with the lesson strategies, video directions and activities embedded within the PowerPoint.

1. **Bell Ringer:** Hand students precut quarter pieces of white paper and ask the student the following question. Have them write down their own answers.

Q: Why are families important to individuals and society?

A: Families provide:

- Basic family needs to provide - food, water, clothing and shelter, but also sanitation, education and healthcare.
- Important support system for guidance, reaching goals, etc.
- Provide society with a structure for passing along a culture's value from one generation to the next.

2. Hook: Teacher-led discussion

Option 1- Snowball Activity (toss) Option 2- Exchange Activity (shoulder partner)

- On teacher's command: Have the students crumble their papers up and toss across the room to another student. Each student will open up the paper and read, add

another reason to notes and repeat. Teacher can do multiple “tosses” with students. As students open their papers, teacher may choose 1 or 2 each “round” to read aloud.

- After 2-3 tosses, lead class in discussion with possible answers (see above).
- Class/paper clean up.

3. **Lesson introduction: (Slide 1)** Open PowerPoint to **slide 1** and introduce the lesson and learning target.

ACTIVE LEARNING (collaborative learning/work):

1. **Inside-Outside Circles (Slide 2** as an intro. and **Slide 3** as a conclusion for this activity): Have students consider the following questions and provide time to brainstorm ideas related to each question:

- How do family interactions change from childhood to adulthood? Think about how you interact with your parents now compared to when you were in elementary school. Think about how you may interact with your parents when you are in your 20’s or 30’s.
- How may one’s family structure influence the decision to get married/start a family or stay single?
- How does the concept of family influence society?
- How does society influence the concept of family?

NOTE: A description of the Inside-Outside Circles strategy is attached. While the teacher will facilitate the discussion and make sure it remains on topic and appropriate, this should be a student-generated discussion.

- After the activity is complete, have students return to their seats and ask them to reflect on their discussions using the following questions:
 - a. From your multiple conversations, what ideas were common between you and your partners?
 - b. Where may you have differed in ideas?
 - c. Was there anything that you heard that was particularly interesting or challenged your thinking about one of the questions?
- Once students have time to reflect, debrief in a whole class discussion.

ENGAGE AND EXPLAIN (direct instruction):

1. **Slide 3-** Lead into the topic of goals and planning by stating the following to students: *Now that we have discussed the role that family plays in not just society, but in how it helps shape who we are, we are going to move into the topic of goal setting, setting priorities and making plans for the future. As we discuss this, I want you to think about how your family unit may support you in achieving your goals and helping you establish priorities.*

2. **Slide 4-** Show video of *Kid President* (only to 2:33) to begin discussion.
<https://www.youtube.com/watch?v=l-gQLqv9f4o>
3. Read **slide 5** to students so they understand that goal setting happens in a number of facets of their lives, including personal, professional and academic.

REFLECTION (individual work):

Goal Setting:

1. **Slide 6-**Have students brainstorm goals, prioritize and rank.
2. **Slide 7-** Read slide and take student responses.
3. **Slides 8/9-** Introduce the concept of SMART goals to students. Develop a simplistic sample of a SMART goal to show students. Have students individually work to develop 2 of their goals that they brainstormed into SMART goals.

ENGAGE AND EXPLAIN (direct instruction):

1. **Slide 10:** Use the script in the notes section of the PowerPoint.
2. **Slide 11:** Use the script in the notes section of the PowerPoint.

LESSON CLOSURE:

Thank you letter (Slide 12): On a sheet of paper, the student will write a thank you letter to a family member. Student will address the family member who has helped them establish goals for personal improvement. The student should consider the following when writing the note of thanks:

- How has your family member influenced your short/long term goals?
- How has your family member made you a good citizen?
- How have they influenced your career choice?
- What priorities will you set for your own family unit?
- How will you carry on the legacy of your family?

INSTRUCTIONAL STRATEGIES:

Inside-Outside Circles:

Students should be divided into two even groups. The inside circle is formed by one group and the outside circle by the other group. Students in the inside circle should face the students in the outside circle. The teacher then poses a question and gives students some time to think about it. Each student in the inside circle is given time to share their answer/thoughts with their partner in the outside circle, who responds back. Then the partner in the outside circle is given the chance to share their answer/thoughts, to which the inside partner responds. Once this has been completed, the students in the outside circle shift one place to their left. Students are then given a new question, and the cycle repeats.