

Family Relationships & Management

Media Type: Video
Duration: 78 min.

Goal: Students will learn about personal growth and development, interpersonal relationships, family roles, responsibilities and structures, as well as how to handle family stress and crises.

Description: This presentation focuses on family, but also developing young minds which will have a positive impact on their community and beyond. Personal development, interpersonal relationships and effective individual and family functioning are all introduced. Reaching your potential, strengthening relationships, understanding families, fulfilling career and community roles, managing your world and communication skills are also detailed. Special attention is focused on understanding roles, responsibilities and the impact of the family on individual and society; promoting and strengthening the family unit as well as the impact of technology and managing multiple family, community and career roles.

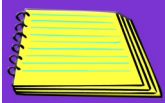
Objectives:

1. To identify factors related to personal growth and development.
2. To analyze the development of positive relationships.
3. To explain how family structure, roles and responsibilities vary throughout the family life cycle and throughout different cultures.
4. To learn about common family stressors and crisis situations and ways to cope with them.

Horizontal Alignment

Core-Subject Area	Foundation Concept	Basic Understanding
Language Arts	<i>Application of Writing Skills</i>	<ul style="list-style-type: none"> • Composition mechanics • Descriptive, informative, creative and persuasive writing • Brainstorming • Utilizing reference materials • Creating bibliographies • Enhancing grammatical mechanics • Vocabulary enhancement
	<i>Analysis of Text & Information</i>	<ul style="list-style-type: none"> • Drawing inferences and generalizations • Critical thinking • Creative thinking • Values and ethics • Expression of thoughts and ideas • Communication skills • Correlating text events with personal experiences • Developing listening and comprehension skills • Literary interpretation • Creating visual representations
	<i>Technology Applications in Literature</i>	<ul style="list-style-type: none"> • Utilizing document processing software • Utilizing presentation processing software • Internet-based research

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Lesson Plan

Class 1: Begin class by distributing the *Family Relationships & Management Vocabulary Handout* and *Worksheet* for students to use as reference materials. Show the *Family Relationships & Management - Personal Growth & Development* segment. Students should complete the corresponding *Assessment*. Discuss the *Personal Development Scrapbook Project* and allow students the remainder of the class to start the *Project*.



Video
16 min.

Class 2: Remind students to continue using their *Vocabulary Handout* and *Worksheet* during the presentation. Show the *Family Relationships & Management - Developing Positive Relationships* segment. Follow the segment with its *Assessment*. Assign the *Important Relationship Activity* for students to begin in class.



Video
14 min.

Class 3: Show the *Family Relationships & Management - The Family Unit* segment. Follow the segment with its *Assessment*. Discuss and assign the *Culture & Family Dynamics Project* and allow students the remainder of the class to start the *Project*.



Video
21 min.

Class 4: Show the *Family Relationships & Management - Technology & Resource Management* segment. Follow the segment with its *Assessment*. Distribute the *Family Decisions Project*. If students do not complete in class have them complete it for homework. Hand out the *Strategies for Special Needs Activity* for students to complete.



Video
15 min.

Class 5: Begin class by with the *Stress Discussion Activity*. Show the *Family Relationships & Management- Managing Difficult Situations & Crises* segment. Follow the segment with its *Assessment*. Allow the remaining class time for students to work on their *Projects/Activities*. Distribute the *Dealing with Change Activity* for students to begin as homework.



Video
12 min.

Class 6: Distribute the *Crisis Support Services Activity*. Allow time for students to complete the *Activity*. Hand out the *Family Functioning Discussion Activity*. When students finish have them discuss and share their thoughts. Allow the remainder of the class for students to work on their *Projects*.

Class 7: Administer the *Family Relationships & Management Final Assessment*. Allow students to continue working on and complete their *Projects*.

Class 8: Students should share their *Personal Development Scrapbook Project* with the class.

Class 9: Have students complete the *Authority Figures Activity*. When complete, hand out the *Family Roles & Responsibilities Activity*. If students do not finish in class, have them complete it for homework.

Class 10: Allow groups to present their *Culture & Family Dynamics Projects* to the class. Students should turn in their *Important Relationship Activity* before the end of class.

Class 11: Have students work on the *Evolving Families Project*.

Class 12: Allow students to work on the *Evolving Families Project*. Make sure students do not have any questions over the *Project*.

Class 13: Students will present their *Evolving Families Project* to the class.

Class 14: Distribute the *Strategies for Development Activity*, allow students the remainder of the class to work on *Activity*.

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Lesson Links

Family

- <http://www.pamf.org/teen/abc/types/family.html>

Family & Relationships

- <http://www.apa.org/helpcenter/family/>

Career & Technical Student Organizations

FCCLA

- Early Childhood Education
- Focus on Children
- Interpersonal Communications

Career Connections

Using the *Career Connections Activity*, allow students to explore the various careers associated with this lesson. See the *Activity* for more details. *If student licenses have been purchased:* Students will select the interviews to watch based on your directions. *If only a teacher license is purchased:* Show students all the career interviews and instruct them to only complete the interview form for the required number of interviews.

- iCEV50898 Carla Sousa, Youth Development Advisor, 4-H Youth Development Advisor California Cooperative Extension
- iCEV50626 Judith Wilkins, Ph.D., Marriage & Family Therapist
- iCEV50506 Tara Reisinger, License Therapist, Marco Island YMCA

Lab Activities

Important Relationships

Directions:

For this *Activity*, students will write a one-page essay on a relationship in their life which is important to them. Essays must include the following: who the relationships is with, what this person has taught the student about relationships, how they keep this relationship healthy and how they have resolved any problems/conflicts in this relationship.

Stress Discussion

Directions:

Students will answer the following questions in the space provided. Lead a class discussion so students can share their answers with the class.

Crisis Support Services

Directions:

Students will categorize effects and determine strategies for prevention and management types of crises on individuals and families. Students will research organizations which can provide support and write a one-page paper on their findings. They will fill out the chart provided regarding the supportive organizations.

Strategies for Special Needs

Directions:

Students will write a few paragraphs evaluating five management strategies to meet special needs of family members.

Dealing with Change

Directions:

Students will choose three major life changes they may have to deal with one day. For example, a job change, moving to a new city or having children. For each change, they should write a paragraph describing why it might be difficult and develop strategies to deal with the change. Students should be prepared to discuss their answers with the class.

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Lab Activities

Family Functioning Discussion

Directions:

Hold a short discussion about how effective family functioning impacts the community including the school, neighborhood, and society.

Authority Figures

Directions:

Students will describe how they would respond to each authority figure in each situation provided on the *Activity* sheet.

Family Roles & Responsibilities

Directions:

Students will write a short paragraph about their household family roles. They will create a table which breaks down each individual in their household including any resources needed in their roles.

Strategies for Development

Directions:

For this *Activity*, students will create a poster board with proposed strategies for promoting developments provided on the *Activity* sheet.



Projects

Personal Development Scrapbook

Directions:

Students will create a 15-page scrapbook on their personal development. Each of the first five pages should include a past experience, positive or negative, which contributed to their personal development. Each of the next five pages should include a future event which they hope to experience which will contribute to their personal development. For the last five pages they will choose five family members and include a one-page paper detailing how each member influenced and continues to influence their identity, personality, and self-esteem. After completing the scrapbook, students will write a reflective essay about how past and future decisions and experiences affect them. For a complete list of student instructions see the *Personal Development Scrapbook Student Project Handout*.

Family Decisions

Directions:

Students will develop or research strategies and technological advances which help satisfy wants and needs. They will write a two-page paper about the strategies and how they could influence family relationships and functions. When finished, students will discuss with the class.

Culture & Family Dynamics

Directions:

Students will be put into groups of three to four and prepare a five minute presentation on family dynamics in an assigned culture. The presentation should include a visual element, which will be presented to the class. Students should be prepared to answer questions and lead a class discussion on how their assigned culture differs from American culture. For more instructions see the *Culture & Family Dynamics Teacher Instruction Sheet*.

Evolving Families

Directions:

Students will break into groups of three or four. They will put together a presentation board with illustrations and graphics predicting the effects of economic, social and demographic trends on both families and individuals. The students will present to the class.