

TEEN LIVING – FAMILY DYNAMICS

<p>OBJECTIVE: Discuss the student’s affect on his/her family. Explain how a teen’s responsibility, or lack of it, affects others. Examine family forms and dynamics. Identify ways teenagers can improve or destroy family relationships and the home environment.</p>	<p>STANDARD: Students will discuss the important of families and the role each student plays in their family.</p>
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<p>BELL RINGER QUESTION</p>	<p>DESCRIPTION: Bell Ringer Question</p>	<p>MATERIALS: Bell Ringer Cards</p>
<p>TIME: 5 min.</p>		
<p>CONTENT:</p> <ol style="list-style-type: none"> 1. Have the students answer the following question on their bell ringer cards, “What do you like best about your family?” 2. When done, have the students return their cards to the class basket. 		

<p>MOTIVATOR</p>	<p>DESCRIPTION: There’s More Than Just a Hole</p>	<p>MATERIALS: Family Dynamics PowerPoint (slide 2) Napkins (one per student) Donuts (one per student)</p>
<p>TIME: 10 min.</p>		
<p>CONTENT:</p> <ol style="list-style-type: none"> 1. Place a napkin and a small donut in front of each student. Instruct them not to touch or eat the donut, but just look at it. Lead the class through the following steps: 2. Ask a few students to describe the donut to someone who has never seen one. Listen to the descriptions. Most of them will focus on the hole in the middle. 3. Ask the class what was the first part of the donut they looked at. Was it the hole? 4. Describe to the class that the hole represents all of the things we see wrong in our families—we tend to focus on the missing or negative parts first. 5. The best part of the donut is the cake. And there is a lot more cake than there is hole! In our homes we need to look for the positive things happening. They are the cake and that is the part that really counts. 6. We tend to find what we look for. Isn’t it better to focus on what you have instead of what is missing and/or something you can’t change? 7. A positive outlook can change the entire mood of a home and/or the people who live there! 8. What we really need to enjoy about our families is not the <u>HOLE</u> but the <u>WHOLE</u>! 		
<p>REFERENCES: “There’s More Than just a Hole” Activity found in the Teen Living Curriculum – Utah State Office of Education.</p>		

ACTIVITY 1 (Individualistic)	DESCRIPTION: Family forms and functions	MATERIALS: <i>FAMILY DYNAMICS STUDY GUIDE</i> Dynamics PowerPoint (slides 3-5)
TIME: 10 min.		
CONTENT:		
<ol style="list-style-type: none"> 1. Discuss what a family and home is. 2. Discuss different family forms. 3. Discuss the functions of a family. 		
PROCESS QUESTIONS:		
<ol style="list-style-type: none"> 1. Define family and home. 2. What are the different family forms? Is one better than another? 3. What are the functions of a family? 		
REFERENCES:		
Information found in the Teen Living Curriculum – Utah State Office of Education		

ACTIVITY 2 (Individualistic)	DESCRIPTION: Changes in a Family	MATERIALS: <i>FAMILY DYNAMICS STUDY GUIDE</i> Family Dynamics PowerPoint (slides 6-9) What year do you think it is? Teacher Info. Changes in the family Teacher Info.
TIME: 10 min.		
CONTENT:		
<ol style="list-style-type: none"> 1. Have the student participate in the activity, “What year do you think it is?” <ol style="list-style-type: none"> a. Read the various scenarios and have the students guess which year it is. 2. Discuss with the students the various changes in the family lifestyle. 3. Have a discussion on whether these changes worry the students or not. 		
PROCESS QUESTIONS:		
<ol style="list-style-type: none"> 1. What are the various family lifestyle changes that have occurred? 		
REFERENCES:		
Information found in the Teen Living Curriculum – Utah State Office of Education		

ACTIVITY 3 (Individualistic)	DESCRIPTION: Benefits of Strong Families	MATERIALS: <i>FAMILY DYNAMICS STUDY GUIDE</i> Family Dynamics PowerPoint (slides 10-12)
TIME: 10 min.		
CONTENT:		
<ol style="list-style-type: none"> 1. Discuss with the students the benefits of strong families. 2. Discuss with the students how little events can create lasting memories. 		
PROCESS QUESTIONS:		
<ol style="list-style-type: none"> 1. What are the benefits of a strong family? 2. How can little events or activities create lasting memories? 		

REFERENCES:

Information found in the Teen Living Curriculum – Utah State Office of Education

ACTIVITY 4 (Cooperative)	DESCRIPTION: Destroying Family Relationships	MATERIALS: Family Dynamics PowerPoint (slide 13) Ball of yarn per group
TIME: 20 min.		

CONTENT:

1. Discuss with the students how they have a great deal of influence concerning the atmosphere in the home.
2. Have the students participate in the “Tied up in knots” activity:
 - a. Divide the class into small groups of at least five or more family members.
 - b. Have them designate their roles (father, mother, teenager, grandparent, child).
 - c. Have each family stand roughly in a circle.
 - d. Father begins with a ball of yarn. He ties the end to his hand, and passes the yarn to a family member who wraps the yarn around his/her hand, and passes it back to the father.
 - e. Father continues to pass string to each family member until he is tied to each one.
 - f. The string is then passed to the other members until everyone is tied to each other. Everyone remains tied until the entire activity is finished.
 - g. A family situation or problem is given to the class. Each group discusses the problem for a few minutes. As the discussion progresses, groups should observe what happens to their strings. When there is tension or stress, the strings tighten.
 - i. Possible problems:
 1. A teenager wants to use Dad’s new car.
 2. Father has been laid off work due to a company strike.
 3. Mother has had surgery and still doesn’t feel well.
 4. A teenager and grandmother disagree on the next TV program to watch.
 5. Several family members want to go different places for vacation.
 - h. After several minutes of discussion, each group can share with the class their reactions to the problems.
3. Class discussion on activity
 - a. How was it being tied to everyone in the group?
 - b. During the discussion of the problem, what was happening to the tension of the yarn? Describe what happened.
 - c. How is a family “tied together”?
 - d. How can tension in a family result in tension in the yarn?
 - e. What can you do better to not create tension in your home?

PROCESS QUESTIONS:

1. How are families “tied together”?
2. What can you do to reduce tension in your home?

REFERENCES:

“Tied Up in Knots” Activity found in the Teen Living Curriculum – Utah State Office of Education

SUMMARY:

Families come in all shapes and sizes. There is not one better than the other. The family unit has changed much over the last several years. Find ways to strengthen your family, because you are all interconnected.

STUDENT EVALUATION:

Assign the students the homework assignment, “Family Fun”. It will be due next class period.

TEACHER EVALUATION:

OPTIONAL ACTIVITY:

Participate in the “Teenagers Role Play” activity. Instructions on how to do this activity is attached.