

**SOCIAL STUDIES:**

**FAMILY LIFE**



T.E.K.S. 113.3 (1.6)

The student understands various physical and human characteristics of the environment.

Area: Family Life

OBJECTIVE	TEACHING ACTIVITIES
1. Student will recognize that people live in family units sharing food and shelter and taking care of one another.	1. Gather background information about the family of each student. It is important to discuss that many types of families exist. There is a high probability that some students live in a one-parent home, live with relatives, or live in a foster home. Care should be taken to see the family as a sharing unit, not necessarily as one distinct type of lifestyle of two parents and children. 2. Display pictures of people sharing and helping one another (incorporate various family structures and races). Examples might be to show people cooking, building, cleaning, picnicing, playing, listening to a story, and watching television. Ask what they think is happening in each picture. Ask who they think the people are in the pictures. Elicit the idea that the pictures show families sharing work and play. 3. Read the book, <u>Steffie and Me</u> . 4. Listen to "My Street Begins at My House".

RESOURCES/MATERIALS

Hoffman, Phyllis. Steffie and Me, Harper & Row, 1970  
Jenkins, Ella. My Street Begins at My House, Folkways 33 1/3 RPM.  
"Community Awareness"  
Macmillan Early Skills Program  
Items as specified in activities



T.E.K.S. 113.3 (1.10)

The student understands the purpose of rules and laws.

Area: Family Life

OBJECTIVE	TEACHING ACTIVITIES
2. Student will state examples of rules in the home and identify some basic responsibilities of family members.	<ol style="list-style-type: none"><li>1. Have each student give an example of a family rule and the family member's responsibility.</li><li>2. Read <u>Come to the Pet Shop</u>. Have each student select a pet and make a list of responsibilities that should be assumed by the owner.</li><li>3. Read <u>Peggy's New Brother</u>. Discuss a family's responsibility for a baby. Encourage an awareness of the dependence human beings have on one another.</li><li>4. Listen to "A Place of Our Own".</li><li>5. Design individual labels that designate property ownership. Discuss when and where it is important to label objects with an owner's name. Also discuss when things should be shared and why it would be inappropriate to put a name on it.</li><li>6. Encourage parents to involve students in washing clothes, vacuuming, dusting, washing the car, setting the table, shopping for groceries, painting a room, building a doghouse, and other possible family jobs or projects.</li><li>7. Have students tell about their responsibilities at home. Ask them to name a new job/chore they would like to learn.</li><li>8. Have students tell about the jobs of other family members and why they are assigned that job.</li></ol>

RESOURCES/MATERIALS

- Tensen, Ruth M. Come to the Pet Shop,  
"Reilly, 1955  
Schick, Eleanor. Peggy's New Brother,  
MacMillan, 1970  
Mister Rogers, "A Place of Our Own",  
Rickwick Int. Inc.



**SOCIAL STUDIES:**

**FAMILY LIFE**



T.E.K.S. 122.2 (C-1)

The student explains how family relationships affect personal development.

Area: Family Life

OBJECTIVE	TEACHING ACTIVITIES
1. Student will identify the term "family unit".	<ol style="list-style-type: none"><li>1. Using dictionaries, have one group define the word "family" and a second group define the word "unit".</li><li>2. Given the information found above, come up with a class definition of the term "family unit".</li><li>3. Discuss different types of family units, such as extended family, single-parent, etc.</li><li>4. List the typical members of a family unit.</li></ol>

RESOURCES/MATERIALS

Dictionaries



T.E.K.S. 122.2 (C-1)

The student explains how family relationships affect personal development.

Area: Family Life

OBJECTIVE	TEACHING ACTIVITIES
2. Student will match family roles and duties with individual family members.	<ol style="list-style-type: none"><li>1. Demonstrate the need for cooperation by playing this non-competitive game. Divide the class into groups of four students. Each group will need a game packet consisting of one envelope for each participant. Cut two posters into jagged pieces to create the puzzles. Place into each envelope one-fourth of the puzzle pieces. The only rule is that no one may talk during the activity. Explain that each group has all the pieces needed to reconstruct two complete picture posters. At the end of the activity, discuss how the students cooperated to do their work.</li><li>2. Ask students to give examples of how individuals cooperate within the family structure. Why do they cooperate? Stress the value of respect and responsibility and how these things foster cooperation.</li><li>3. Give each student a magazine and challenge each person to find a picture of a man washing dishes or a woman repairing a car. Why are such pictures so difficult to locate? Discuss the stereotyped roles that are common in society.</li><li>4. List common household chores on the board as the students suggest them. Which jobs do the students have to do in their homes? Do they have the same chores all the time or do the jobs rotate among brothers and sisters?</li><li>5. Help each student choose one new responsibility to be assumed at home. Students may consider straightening the bedroom, dusting the living room, washing the dishes, or watching a younger sibling. Design a simple contract and have students take it home.</li></ol>

RESOURCES/MATERIALS

Game packets with puzzle pieces



T.E.K.S. 122.2 (C-1)

The student explains how family relationships affect personal development.

Area: Family Life

OBJECTIVE	TEACHING ACTIVITIES
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3. Student will fill out and follow a job contract.

1. Explain what a job contract is.
2. Show examples of job contracts and practice completing forms.
3. Send home a letter explaining activity.

Family cooperation may include:

- |                       |                                  |
|-----------------------|----------------------------------|
| baby sitting          | straightening room               |
| sewing                | helping youngsters dress         |
| sharing clothes       | mopping floors                   |
| ironing               | running errands                  |
| tending a garden      | household maintenance            |
| helping with homework | clearing dishes from table       |
| making beds           | opening doors for others         |
| shoveling snow        | straightening bathroom after use |
| babysitting siblings  | keeping feet off the furniture   |

**OFFICIAL CONTRACT**

I, \_\_\_\_\_, promise that I will \_\_\_\_\_ every day for the next month. One of my parents will initial this contract each day to prove that I am doing this. I realize that each person must assume responsibilities to help the family.

\_\_\_\_\_  
Signature

Date	Parent's Initials
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Date	Parent's Initials
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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**RESOURCES/MATERIALS**  
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Official contract (see activity)



**SOCIAL STUDIES:**

**FAMILY LIFE**



Area: Family Life

OBJECTIVE	TEACHING ACTIVITIES
1. Student will prepare for the adjustment to marriage.	1. Identify the personal adjustments present in a marriage. a. Discuss with the class the similarities and differences between being married and being single. b. Make a list of adjustments that would be necessary in marriage. c. Discuss with the students ways to resolve conflicts within a marriage. d. Assist students in evaluating things about themselves that may be in need of change. e. Invite the counselor to visit the class to discuss the necessity of adjustment in a marriage. 2. Describe for students the personal responsibilities of marriage. a. Stress the importance of communicating with one another. b. Discuss with the class ways in which a person can pursue his/her own goals without excluding the other person (i.e., responsibility for oneself). 3. Talk with students about the joint responsibilities in marriage. a. Discuss emotional, economic, and social needs shared by both partners. b. Encourage open communication about sexual matters and attitudes (refer to district policy). c. Discuss with the students the responsibilities of raising children. d. Discuss religious and secular values held by both persons. e. Discuss cultural values held by both persons. 4. Make a list of reasons for family planning (refer to district policy). a. Discuss with the class that having children is an option, not a necessity, in a marriage.



Area: Family Life

OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

- b. Talk about the advantages of when and why to have children.
- c. Discuss emotional, financial, and practical responsibilities involved in having a family.

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RESOURCES/MATERIALS  
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Counselor



T.E.K.S. 122.22 (C-9)

The student analyzes types of needs and crises experienced by individuals and families.

Area: Family Life

OBJECTIVE	TEACHING ACTIVITIES
2. Student will identify the term “divorce” and the responsibilities of each spouse in this situation.	1. Locate filmstrips or short videos on divorce. Prepare a list of specific points to be observed during viewing. 2. Explain the meaning of the word “divorce”, including basic implications. 3. Prepare several strips of paper with different responsibilities listed, such as “paying child support”, “children’s medical bills, etc.” Have students categorize the strips into headings of “husband”, “wife”, or “both”. 4. Draw conclusions from the categorizations above as to the responsibilities of each spouse when a divorce occurs. 5. Remind students that divorce is a legal process. A lawyer must be obtained to handle the process.

RESOURCES/MATERIALS

Videos regarding divorce  
Strips of paper



T.E.K.S. 122.32 (C-6)

The student analyzes parental responsibilities that promote health and wellness of children.

Area: Family Life

OBJECTIVE	TEACHING ACTIVITIES
3. Student will become familiar with the economic factors involved in caring for a baby.	<ol style="list-style-type: none"><li>1. Discuss items that must be purchased by a family in preparation for a baby.</li><li>2. Have the students use catalogs to price as many of the items as possible. Find the total amount needed.</li><li>3. Discuss the information discovered about the cost of having a baby.</li><li>4. Emphasize to the students that these items consist of only a portion of the financial responsibilities of the parents. Other costs include medical expenses (before, during, and after the birth of the baby), child car expenses, increase in utilities, possibility of having to move to a larger house or apartment, increased food and clothing costs as the baby grows, and education costs.</li><li>5. Discuss alternatives to purchasing new items for the baby, especially furniture. Some alternatives are borrowing from family members or friends, or purchasing used items from garage sales or swap meets, through classified ads, or from used furniture stores.</li></ol>

RESOURCES/MATERIALS

Catalogs



T.E.K.S. 122.32 (C-4)

The student analyzes the multiple roles of parents throughout the family life cycle.

Area: Family Life

OBJECTIVE	TEACHING ACTIVITIES
4. Student will identify the responsibilities associated with child care.	<ol style="list-style-type: none"><li>1. Provide each student with an egg (not hard-boiled).</li><li>2. Instruct students that they are responsible for caring for the egg for a 24-hour period. This egg is to be a “pretend” human child.</li><li>3. Tell students they can dress their egg appropriately before taking care of him/her.</li><li>4. Discuss the importance of proper child care and basic safety measures. Stress to students the importance of their responsibility in caring for the child.</li><li>5. Explain to the students that they are responsible for the care of their children throughout the entire 24-hour period—in the classroom, during breaks, at lunch, on the bus, at home, and back to school the following day.</li><li>6. Explain that they may not leave the children alone at any time. (What are the hazards of leaving a child alone?) If the students choose to leave the children in the care of other individuals, they must make sure that the individuals are responsible and caring persons. (What could possibly happen if a child was left in the care of someone who was not responsible or caring?) The students should be made aware that children need to be protected at all times.</li><li>7. After the completion of this activity, review the many things involved in the care of a child.</li></ol>

RESOURCES/MATERIALS

Eggs  
5 lb. bag of sugar or flour

Adaptation:

*Use a 5 lb. bag of sugar or flour, rather than an egg.*



T.E.K.S. 122.32 (C-6)

The student analyzes parental responsibilities that promote health and wellness of children.

Area: Family Life

OBJECTIVE	TEACHING ACTIVITIES
5. Student will prepare for the physical care involved in raising children.	<ol style="list-style-type: none"><li>1. Demonstrate procedures for care of a child's physical health.<ol style="list-style-type: none"><li>a. Emphasize the importance of prenatal care, including medical checkups, proper diet, etc.</li><li>b. Have students visit a nursery to observe children and the techniques of child care.</li><li>c. Assist students in identifying proper infant stimulation exercises and the reasons for such activities.</li><li>d. During Community Based Instruction, visit the supermarket to select items suitable for an infant or child's diet.</li><li>e. Demonstrate proper methods of physically handling infants and children.</li><li>f. Ask students to select appropriate clothing for children relative to the seasons.</li><li>g. Discuss the need for regular medical checkups for children.</li><li>h. Have students practice bathing an infant or child, using a doll in a bassinet or tub.</li><li>i. Discuss the advantages of breast feeding and/or bottle feeding for infants.</li><li>j. Invite a pediatrician or nurse from a baby clinic to discuss ways to enhance a child's well being through proper care.</li><li>k. Encourage parents to allow the student to assist in taking care of younger family members.</li></ol></li><li>2. Demonstrate basic safety measure for protection of children.<ol style="list-style-type: none"><li>a. Instruct the class to identify safety hazards to children in the home (e.g., bleach bottles, razor blades, etc.)</li></ol></li></ol>



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OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

- b. Make a list of other safety hazards affecting children.
  - c. Discuss the procedure for obtaining emergency assistance.
  - d. Construct a bulletin board showing major hazards and proper means of eliminating them.
  - e. Discuss the student's role as a protector of younger children.
  - f. Invite a nurse or paramedic to demonstrate immediate first aid for children and how to place an emergency call.
3. Identify symptoms of common childhood illnesses.
- a. Construct a "symptom chart" for each common disease.
  - b. Have students practice using thermometers, vaporizers, etc.
  - c. Discuss disease prevention techniques for the home.
  - d. Visit a well-baby clinic to observe children and techniques used.
  - e. Ask a pediatrician or nurse to discuss childhood illnesses/vaccinations.
4. Identify the basic stages of child development.
- a. Provide students with pictures of children in different developmental levels (infant, toddler, preschool, school age, etc.) and list outstanding characteristics of children at those levels.
  - b. During Community Based Instruction, visit a day care center, nursery school, Head Start, or public school to observe levels of development.
  - c. Discuss physical growth and developmental skills.
  - d. Discuss appropriate growth patterns for young children.

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RESOURCES/MATERIALS

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Items as specified in activities



T.E.K.S. 122.32 (C-7)

The student analyzes roles and responsibilities of parents as their children's first teachers.

Area: Family Life

OBJECTIVE	TEACHING ACTIVITIES
6. Student will prepare for the psychological care involved in raising children.	<ol style="list-style-type: none"><li>1. Define a child's relationship to the family.<ol style="list-style-type: none"><li>a. Discuss the child's role in the family.</li><li>b. Make a list of ways in which a family serves the needs of children.</li><li>c. Ask students to discuss their own family situation as a child.</li><li>d. Encourage parents to model positive child rearing behavior in the home.</li></ol></li><li>2. Identify the psychological needs of a child.<ol style="list-style-type: none"><li>a. Discuss with the class the child's need for love, understanding, support, physical contact, acceptance, structure, discipline, play, etc.</li><li>b. Have the students engage in positive interaction with a child.</li><li>c. List emotions and identify them in children through pictures.</li><li>d. Invite personnel from a child guidance center to discuss aspects of the child's psychological development.</li></ol></li><li>3. Assist students in making a list of things parents must do or be aware of in regard to a child's psychological development (i.e., giving love, being consistent in working with the child, etc.).</li><li>4. Identify common family problems and ways of dealing with them.<ol style="list-style-type: none"><li>a. Make a list of agencies that offer assistance to troubled families in the community, (e.g., legal services, counselors, family mental health).</li><li>b. Have students practice locating and contacting agencies for assistance.</li><li>c. Discuss the use of other family members as a source of support and assistance in a time of family stress.</li><li>d. Compile a list of potential problems and how they could have been caused (e.g., health problems, child abuse, developmental problems, emotional problems, etc.)</li><li>e. Discuss the source and content of the problems.</li></ol></li></ol>
<hr/> <b>RESOURCES/MATERIALS</b> <hr/>	
Items as specified in activities	

