



Department of Teaching and Learning
Family Life Education

GRADE: 9

Lesson 1

NOTE: This lesson contains information about sensitive topics about which students may have questions. Please use the script for each slide and encourage students to seek a trusted adult if they have specific questions related to sexuality and sexual identity.

TIME:

One class period

LESSON FOCUS: Sexual Identity and Types of Relationships

STATE STANDARD:

9.1 The student will understand the human growth and development cycle.

DESCRIPTIVE STATEMENT:

Information about developmental levels throughout the life cycle- prenatal, infant, toddler, pre-kindergarten, school-age, adolescent, young adult, middle-age and elderly- is related to the complexity of childrearing and to the need for maturity before parenthood. Life-stage development is also presented to help students gain appreciation of their own development.

STATE STANDARD:

9.2 The student will explain the importance of the family as a basic unit of society and his or her responsibility as a member of the family.

DESCRIPTIVE STATEMENT:

Topics include the function of the family, family forms, family strengths and family influences on society. The benefits, challenges, responsibilities and value of marriage for men, women and children and communities in society will be included.

STATE STANDARD:

9.3 The student will recognize the development of sexuality as an aspect of the total personality.

DESCRIPTIVE STATEMENT:

Discussion focuses on the development of one's sexual identity. Internal and external conflicts associated with problems of sexual identity are addressed

STATE STANDARD:

9.13 The student will identify the effects of discrimination.

DESCRIPTIVE STATEMENT:

The teacher helps students identify forms of discrimination and the consequences of discrimination on individual and family life. Discussion focuses on the value and importance of differences among individuals and families. The effects of discrimination on a person's mental health will also be discussed.

LEARNING TARGET:

- I can identify and analyze the components of family and relationships.
- I can articulate internal and external struggles associated with identity.

KEY TERMS:

- Adaptability
- Appreciation
- Commitment
- Rapport
- Peers
- Relationship
- Tolerance
- Affection
- Communication
- Self-Revelation
- Mutual Dependency
- Need Fulfillment

MATERIALS NEEDED:

- Computer
- Projector
- PowerPoint
- *I Am* handout
- Large Post-it paper
- Blank white paper
- Strategies for lesson are listed in **red** within the lesson (all strategy procedures are listed at the bottom of the lesson plan) **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 (Slide 2):** Activate student thinking by reading the quote by Brad Henry. Then, have students write down what they think Brad Henry meant and examples they can come up with.

2. **Vocabulary (Slide 3):** Have students begin thinking about the content of the lesson by examining the vocabulary for the lesson. Students should individually make a word web and be prepared to share at least one of their connections with the class.
3. **Warm-up (Slide 4):** Family roles - What is your role within your family? Have students brainstorm and share with a partner. Use the script in the notes section of the PowerPoint
4. **Hook (Slide 5):** Have students think about what used to be the “stereotypical” family and how that differs from the reality of today. Students should partner to brainstorm what the “average” family looks like today.

ENGAGE AND EXPLAIN (direct instruction/guided practice):

1. **(Slide 6)** Introduce styles of families in the United States and the idea of flexibility as a skill that is crucial to the family unit.
2. **(Slide 7)** Read the statement in the slide and have students participate in a **Think/Pair/Share** on whether they believe flexibility, adaptability and tolerance for change are helpful skills for successful families and any other helpful skills they could add to this statement.

ACTIVE LEARNING (collaborative learning/work):

1. **Walk-about (Slide 8):** Have students think about the various stages of life and how one's role within the family changes. For this activity, you will need 8 large posters, one for each of the following:
 1. Infant (birth to one year)
 2. Toddler (1 year old to pre-K)
 3. Pre-kindergarten (3-4)
 4. School-age (5 to 12)
 5. Adolescent (teens)
 6. Young adult (20-44)
 7. Middle-age (45-65)
 8. Elderly (65+)

On each poster, put the following categories for students to consider: Characteristics, Needs and Role. Have students count off by eights and assign a starting poster for each group. Groups will work together to brainstorm ideas for the posters. Allow 2 minutes per poster. Instruct groups to read what was already recorded by previous groups when they first get to each new poster and before they start writing themselves. Groups should end at the poster where they began the activity.

2. Upon returning to seats, students should work in their same groups to debrief using the questions on **slide 9**. Assign each group 2 questions to answer and have them share out their responses to the class.

ENGAGE AND EXPLAIN (direct instruction/guided practice):

1. **Slides 10-12:** Review with students. Use the script in the notes section of the PowerPoint.
2. **Slide 13:** Have students individually complete the, *I AM* handout. **(located at the bottom of the lesson)** Please remind them that this is not something others will see, but is intended to encourage them to think about the factors that contribute to their own identities.
3. **Self-Reflection (Slide 14):** Have students think about the questions on the slide. Use the script in the notes section of the PowerPoint. **NOTE:** The "*I AM*" handout should be considered confidential information. Students should not be forced to reveal it through any type of group or partner sharing.
4. **Slide 15:** Use the script in the notes section of the PowerPoint.
5. **Slide 16:** Use the script in the notes section of the PowerPoint.

REFLECTION (individual work):

1. **Mind Mapping (Slide 17)**: Have students synthesize and reflect on information from the lesson by completing a mind mapping activity. You may want to have some blank paper and colored pencils on hand for this activity. Provide students with the topic of identity. For this topic, create a series of pictures, icons, key words that show both your understanding of identity and your personal identity. Be sure to include the following concepts in some way:

- Family
- Roles within family
- Other relationships (such as social circles, sports, etc.)
- Roles with those groups
- Ways with which you identify yourself (interests, sports, beliefs, etc.)

Once students have all of their ideas visually represented, they should draw connectors to group or identify related items.

LESSON CLOSURE:

Encourage students to discuss the information from today's lesson with a parent or guardian. **(Slide 18)**

Instructions for strategies within the lesson:

Think/Pair/Share (strategy):

- Step 1:** Think individually think about the following (1-3 minutes):
 - What information do you need to solve the problem?
 - What information do you already know?
 - What tools and strategies could you use?
 - What questions do you need to ask your group/partner?
- Step 2:** Pair with a partner, jot down ideas to help you get started with the problem (1-3Minutes). You may use any of the tools provided in the classroom.
- Step 3:** Share, take turns sharing ideas in a larger group (1-3 minutes).

Walk-About (strategy):

This strategy is great for having students verbalize and share their thoughts and responses to questions in the content. Each student records answers on their own sheet. After all students have answered the questions in their own words, they are to walk about the room interacting with other students/poster and writing down their responses to the same questions in a different color ink.



Mind Map (strategy):

1. Choose a topic.
2. Create a picture or icon for that topic.
3. Add the topic and icon to the center of the map (paper).
4. Brainstorm related concepts, examples and feelings.
5. Use different colors or pictures to group or identify related ideas.
6. Add connector lines and key words---See example

WHO ARE YOU?

I AM

My Gender is

My Race/Ethnicity is

My Religion is

My Talents Include

My Interests Include

My Age is

Social Groups to Which I Belong
