

6

Describe Your Family

TRANSITION OBJECTIVE

Students will identify various people who form a family and list the people who make up their family.

RELEVANCE TO SUCCESSFUL TRANSITION

Families come in many forms. Being a member of a caring and supportive family, regardless of its members, greatly enhances one's personal and work life. Young people need the opportunity to think about the kind of family they want for their future and the role they will play in family life.

INSTRUCTIONAL SEQUENCE

❑ STEP 1: Update Journal

I am a member of a family . . .

❑ STEP 2: Convene Roundtable

"One positive thing about my family is ____."

❑ STEP 3: Advance Organizer

"Today you will learn that there are many types of families and that a family is made of people who love and respect each other."

❑ STEP 4: Activity - 25 Minutes

Write the word "family" on the board in large letters. Ask students to write words to describe what "family" means to them on a piece of paper. Call time after two minutes and have each student share one of their words. Write each of these on the board, honoring various interpretations of "family."

Now ask students if people other than relatives should be considered a "family" member. In a short discussion, point out any examples on the board that represent family members who may not be blood relatives. Ask students if anyone can form a family, even if they are not blood relatives. Share real world examples of the traditional and changing family. In this discussion, help students understand that all people are not born into a two-parent home with siblings and extended family. Some people may never know their real parents. Others may

decide not to continue a relationship with an abusive family. Review the handout **A Family Is...** and have students add their own ideas about family.

146



LIFE MANAGEMENT: Unit 4

LESSON 6

A Family Is . . .

Nuclear family - mother(s) and/or father(s) and children

Blended family - parent, step-parent and step-children

Single-parent family - one parent and children

Extended family - parents, grandparents, aunts, uncles, children and cousins

Adopted families - parents and adopted children

Foster family - foster parents and children assigned by the court

A family does not always include relatives:

- Some people do not have relatives nearby or at all
- Some people have lost their relatives or no longer have a relationship with them
- Some people have never known their biological relatives
- Some people have families who live far apart

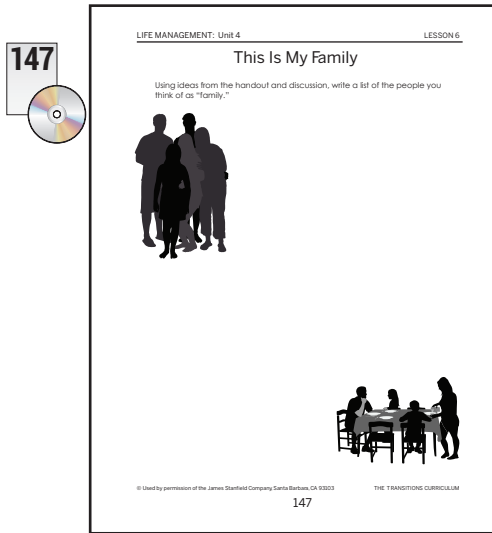
Your family can be:

- the people with whom you choose to have a relationship
- the support system you build for yourself
- the people to whom you are related
- the people to whom you choose to be close
- the people with whom you share responsibility
- the people who you care about
- the people who care about you

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THE TRANSITION CURRICULUM

146



❑ STEP 5: Activity - 20 Minutes

Students work on the handout **This Is My Family** for five minutes and then share their ideas with the class. Write these ideas on the board, adding other possibilities from the list at the bottom of the handout **A Family Is...** As the class discusses family, reinforce their understanding of family as two or more people who love, respect and care for each other.

❑ STEP 6: Evaluate Outcomes

One way to show respect in a family is "___."

❑ STEP 7: Connecting Activity

Write a short story, a poem or create a drawing that represents the concept "family."

KEY WORDS

family
extended family

relatives
abusive

respect

biological
siblings

mobile
love

MATERIALS AND PREPARATION

- Student Handouts: **A Family Is . . .**, page 146; **This Is My Family**, page 147.
- Prepare to discuss the meaning of "family."
- Prepare a screen image of the handout.

SCANS FOUNDATION SKILLS

- Basic Academic Skills: Reading Writing, Listening, Speaking
- Thinking Skills: Decision Making, Problem Solving, Reasoning
- Personal Qualities: Sociability, Integrity/Honesty