



# Nasco FCS Lessons

**Volume 13  
Family**

## **Family Ties**

**Grade Level: Middle School**



WA26986H



### **National FCS Standard:**

Analyze the role of family in developing independence, interdependence, and commitment of family members.

### **Objective:**

Students will...

- Formulate plans for adolescents to be contributing family members.

### **Essential Question:**

How is being a contributing family member related to an individual's development (physical, emotional, intellectual, social, moral)?

### **Career Clusters (& Pathways):**

- Human Services (Family & Community Services)
- Education and Training (Teaching/Training)

### **FCCLA Connections:**

- Program, Power of One — Unit, Family Ties
- STAR Events — Interpersonal Communication
- Program, Families First — Unit, Families Today

### **Materials List:**

- Diverse Family Poster Set (WA26216H)
- *The Power of Family* DVD (WA26986H)
- Compoz-A-Puzzle (9709835)
- Colored Pencils (9728200) or Fine-Point Markers (9724289H)
- Construction Paper (9717655)
- Glue Sticks (9726016)
- Cling Sheets (9708303H) or 2 Sheets Easel Paper with Markers
- White Board with Dry-Erase Marker

**1-800-558-9595**

**Go to [www.eNasco.com/fcs](http://www.eNasco.com/fcs)**

Lesson Developed by Catherine Lader,  
Retired FACS Teacher & FCCLA Adviser  
For additional FREE lesson plans go to...  
[www.eNasco.com/fcs](http://www.eNasco.com/fcs)



# families of all kinds



all kinds of

# families



How are families alike and different?

alike

different

## Introduction (5-10 minutes)

Display the Diverse Family Poster Set in the classroom. Write question on board, "How are families alike and different?" Divide the class in half and give each group a piece of easel paper and markers. Divide the paper in half and have students respond to both parts of the question — alike and different. Hang up the responses and identify the ideas both groups recorded and the responses that were unique to one group.



## Activity 1 (20-25 minutes)

Watch the DVD, *The Power of Family*. Have pairs of students record main ideas by completing The Power of Family worksheet (included with DVD). Students will explain how the family cycle and family roles were depicted during viewing.

## Activity 2 (20-25 minutes)

Each student will create a Family Ties poster. Students start with blank puzzle pieces and describe their family on each piece. Puzzle pieces will have drawings and illustrations — no words. The content of pieces will include:

- Family Type
- Description of Each Family Member
- Changes Family Has Experienced
- How Family Supports Adolescent's Development (physical, emotional, intellectual, social, and moral)
- Family Roles or Functions the Students Help with in Their Family

The number of puzzle pieces will vary with each student. When puzzle pieces are complete, glue them onto construction paper and add a title. Students prepare how they will introduce themselves to the teacher by explaining their poster. Assignment: Puzzle pieces and poster may need to be completed outside of class time.

## Summation (5-10 minutes)

Write statement on board, "Family members learn to both give and take in order to support each other's development." Students respond to the validity of this statement and give their reasons for response. Formulate a list of ideas on how adolescents can help with family roles/functions.

## Optional:

Each student sets a family goal that will help with a family role/function. Utilize FCCLA Program Power of One — Unit, Family Ties, to complete a project related to the lesson.

For Lesson Enhancements, go to [www.eNasco.com/page/lesson13](http://www.eNasco.com/page/lesson13)

1-800-558-9595

[www.eNasco.com/fcs](http://www.eNasco.com/fcs)





# Nasco

## FCS Lessons

**Volume 13**  
**Family**

### Family Life Cycle

**Grade Level: High School**

**National FCS Standard:**  
Analyze the effect of change and transitions over the life course.

**Objective:**

Students will...

- Locate and investigate resources available to families to provide assistance/help when major changes occur.

**Essential Questions:**

- How does change impact the tasks, roles, and goals of stages in the Family Life Cycle?
- How would you evaluate the effectiveness of available community resources that support/assist families while working through major changes?

**Career Clusters (& Pathways):**

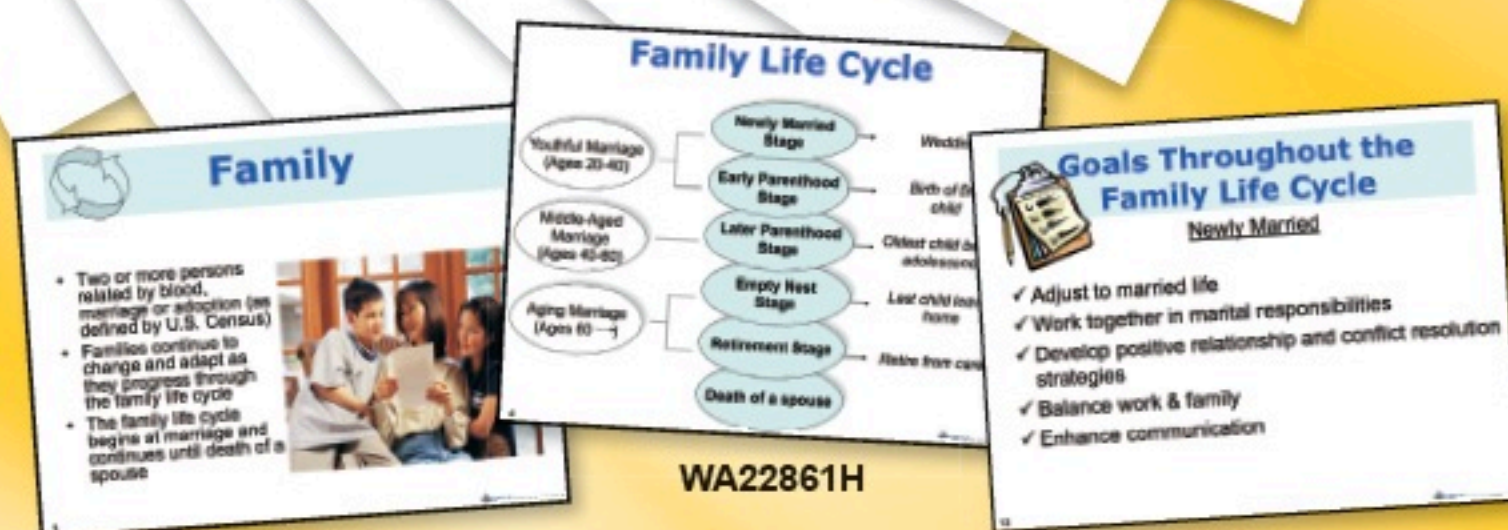
- Human Services (Family & Community Services)
- Education and Training (Teaching/Training)

**FCCLA Connections:**

- STAR Events — Life Event Planning
- Program, Family Ties — Unit, Balancing Family & Career
- Program, Career Connection — Unit, Integrate Work & Life

**Materials List:**

- Family Life Cycle PowerPoint® Slides (WA22861H)
- Assorted Family Life Texts/Resources
- White Board (Z45319)
- Dry-Erase Markers (9709509)
- Index Cards
- Fine-Point Markers (9724289H)
- Family Life Cycle & Change handout (provided with lesson)
- Ideas for "Chance Cards" (provided with lesson)
- Phone Directories
- Access to Internet
- Map of Community
- Optional:
  - Family Functions DVD (WA27219H)
  - The Power of Family DVD (WA26986H)



*A couple has their first baby and both sets of grandparents offer advice daily for raising the child.*

Lesson Developed by Catherine Lader,  
Retired FACS Teacher & FCCLA Adviser  
For additional FREE lesson plans go to...  
[www.eNasco.com/fcs](http://www.eNasco.com/fcs)

Family Life Cycle & Change handout and Ideas for "Chance Cards" at [www.eNasco.com/page/lesson13](http://www.eNasco.com/page/lesson13)

**1-800-558-9595**

**Go to [www.eNasco.com/fcs](http://www.eNasco.com/fcs)**



## Prior to Lesson:

Teacher duplicates copies of the Family Life Cycle & Change handout at [www.eNasco.com/page/lesson13](http://www.eNasco.com/page/lesson13) and creates a deck of "Chance Cards" using index cards. Refer to handout ideas for "Chance Cards" at [www.eNasco.com/page/lesson13](http://www.eNasco.com/page/lesson13). Write one change that happens to families on each card, and add ideas students bring up during the Introduction. The size of the deck will provide two or three cards per student in class.

## Introduction (5-10 minutes)

Teacher introduces the six stages of the Family Life Cycle using the first four Family Life Cycle slides. Sample family goals are read out loud and students determine in which stage of the cycle the goal is most likely to fit. Pose question to students, "What factors cause major change in families with long-term effects?" and class creates a list (e.g., loss of income, grandparent moves in with family).



WA22861H

## Activity 1 (20-25 minutes)

Students divide into six groups — each group is assigned one stage of the Family Life Cycle. Using the Family Life Cycle PowerPoint® slides and other related FCS resources in the classroom, compile information on a poster that includes: roles, tasks, and goals of the stage. Be prepared to share findings with the class. Students consider the stage their family is currently in and the major changes their family has experienced. Discuss how these changes impact their family.

## Summation (5-10 minutes)

In small groups, each student shares one "Chance Card"/change they drew and the community resources they believe would be most useful. After the group is done sharing, each student takes one index card and makes a mini-billboard representing a community resource. Include the services the resource provides, contact information, and if there is a charge/fee. The mini billboards are placed on a community map. Discussion includes where an overlap of services occurs in the community, gaps where no services are provided for specific family needs, and when more information was necessary.

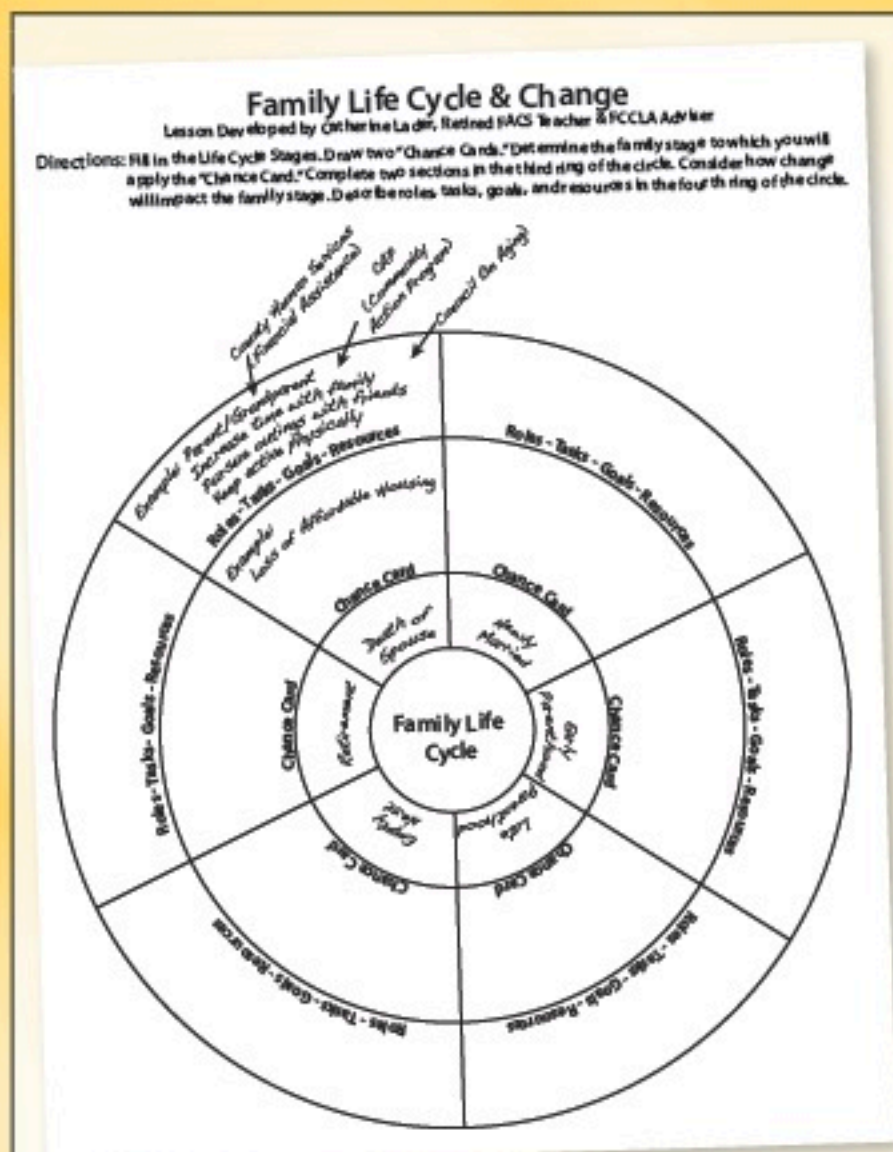


## Optional:

Each pair of students contacts an identified community resource as a potential class speaker or field trip.

For Lesson Enhancements, go to [www.eNasco.com/page/lesson13](http://www.eNasco.com/page/lesson13)

**1-800-558-9595** [www.eNasco.com/fcs](http://www.eNasco.com/fcs)



## Activity 2 (20-25 minutes)

Each student receives a Family Life Cycle & Change handout and will draw two or three "Chance Cards" from the deck. Students will list the stages of the Family Life Cycle on the circle next to the center with title. To practice considerations to be made when working through major changes in a family, students will determine what stage of the Family Life Cycle to which they will assign the drawn "Chance Card." Look at the example on the handout:

- Stage: Death of Spouse
- Chance Card: Loss of Affordable Housing

Student then uses the outer circle to identify:

- Roles of Stage
- Tasks of Stage
- Goals of Stage
- Community Resources that Would Provide Major Assistance During this Transition
- Investigate Community Resources Using the Internet, Phone Directory/Calls, Adult Networking, and Other Available Sources of Information



Teacher Resource

## Topics for "Chance Cards"

Additional cards may feature ideas students generate during the introduction to the lesson.

Cell phone bill for family member exceeds \$500 monthly. Family has fallen behind on payments.	Grandparent is remarrying six months after the death of their spouse. Family has met the future spouse only once.
Grandparent comes to live with family.	Senior in high school receives a scholarship to attend an out-of-state school, but has never been away from family.
Family with two preschoolers loses their childcare provider. Both parents work fulltime.	Newly married couple qualifies for a low-interest home loan and must sign a contract with the builder within three months to qualify.
Sixteenth birthday party for son turns into a block party with uninvited guests carrying in illegal beverages.	High school graduate gets own car and is busy driving friends around and working — leaving no time for family errands and tasks.
Parent receives a promotion and the family is required to move to a different state.	A couple has their first baby and both sets of grandparents offer advice daily for raising the child.
Family member is in a traffic accident and will need two to three months to recover.	Family income is reduced from two to one fulltime wage earner.

Teacher Resource

## Topics for "Chance Cards"

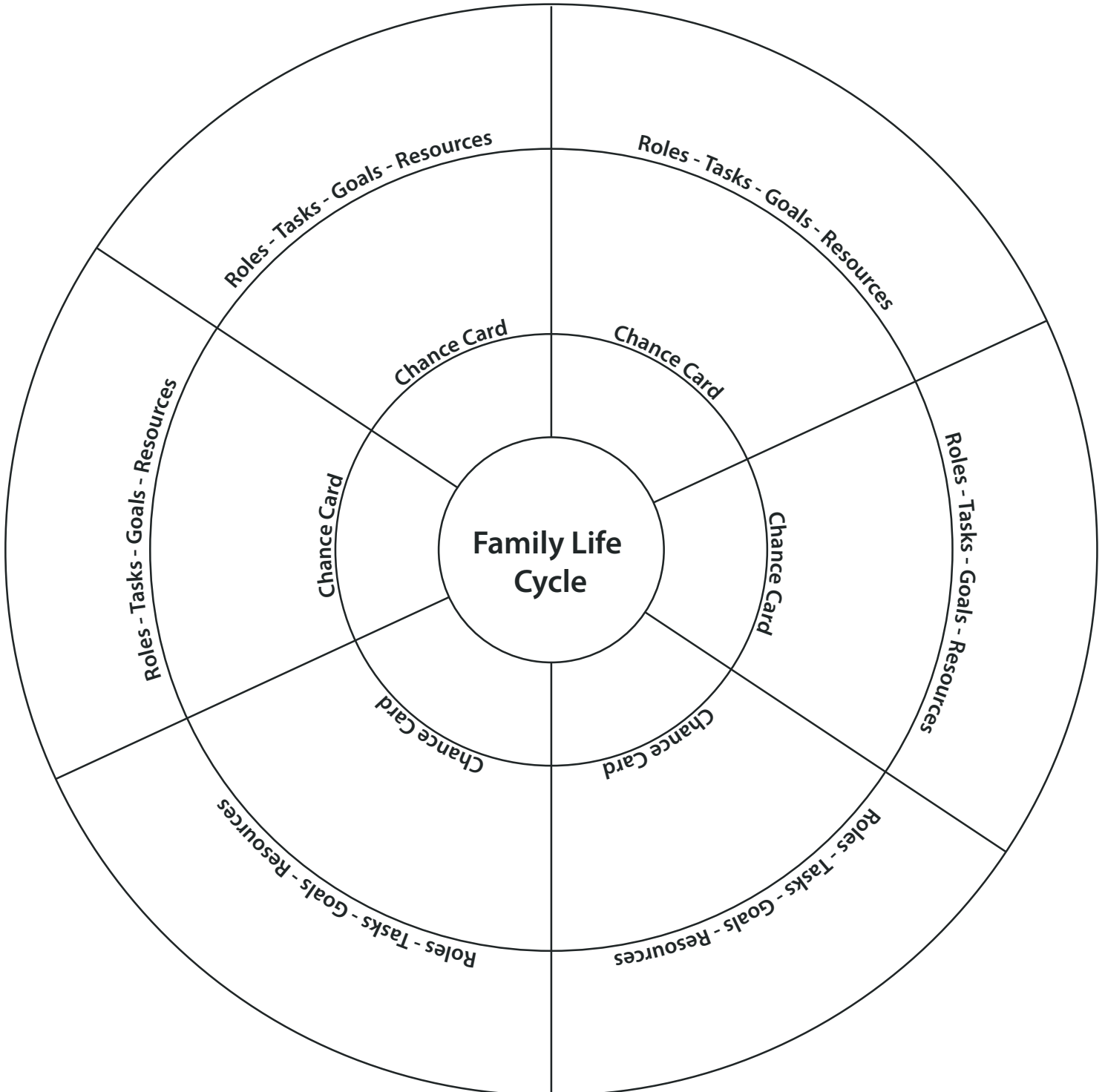
Additional cards may feature ideas students generate during the introduction to the lesson.

Family of four moves from a three-bedroom home to a two-bedroom apartment.	Family pet needs to be put to sleep.
Due to a new school district policy, three children in a family will be bussed across town to new schools and are separated from friends — two are in elementary school and one is in middle school.	Due to a fire, alternate family housing will be necessary for two months. There is smoke damage to the home and loss of personal possessions.
Single parent with first baby that sleeps during the day and cries at night.	Family teen will be sharing a bedroom with a new step-sibling.

# Family Life Cycle & Change

Lesson Developed by Catherine Lader, Retired FACS Teacher & FCCLA Adviser

**Directions:** Fill in the Life Cycle Stages. Draw two "Chance Cards." Determine the family stage to which you will apply the "Chance Card." Complete two sections in the third ring of the circle. Consider how change will impact the family stage. Describe roles, tasks, goals, and resources in the fourth ring of the circle.



# Family Life Cycle & Change

Lesson Developed by Catherine Lader, Retired FACS Teacher & FCCLA Adviser

**Directions:** Fill in the Life Cycle Stages. Draw two "Chance Cards." Determine the family stage to which you will apply the "Chance Card." Complete two sections in the third ring of the circle. Consider how change will impact the family stage. Describe roles, tasks, goals, and resources in the fourth ring of the circle.

