



Colorado Family and Consumer Sciences
Lesson Plan

FACS State Course Name: Intro to FACS (6th grade middle school – 9 week course)

Unit: Relationships (Self-esteem, family, friends)

Lesson: Final project for the relationships unit

Competencies/Purpose:

After learning about aspects of positive self-esteem, healthy family relationships, and peer pressure, students will apply that knowledge to their own self, family, or peer situation. By determining an area in their own life on which they would like to improve, students will be directly impacted by the material learned in class.

Time Needed: One 90 minute in class session -

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Out of class time to complete the final project (at least a week)

FACS Standards (Colorado and National):

N13.2.3 Analyze the effects of self-esteem and self-image on relationships
(PWR2.1.a) (RWC04.10.c)

N13.1.4 Analyze factors that contribute to healthy and unhealthy relationships
(RWC04.10.c)

Colorado Academic/Model Content Standards (CDE):

Not applied to middle school standards yet

Objectives- Upon completion of this lesson, students will:

1. Identify an area in their own life (either self-esteem, family relationships, or friendships) on which they would like to improve.
 2. Create a plan of action as to how they will actually improve that area of their life.
 3. Apply and carry out their plan of action in their life and write a paragraph explaining the results.
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Instructional Strategies:

- Assigned Questions
- Brainstorming
- Case Study
- Computer Assisted Instruction
- Concept Attainment
- Concept Mapping
- Conducting Experiments
- Cooperative Learning
- Debates
- Demonstration

- Discussion
- Drill & Practice
- Field Trip
- Inquiry
- Interviewing
- Jigsaw
- Journal Writing
- Laboratory Groups
- Learning Centers
- Lecture

- Peer Learning
- Problem Solving
- Reading for Meaning
- Research Projects
- Role Playing
- Simulations
- Storytelling
- Think, Pair, Share
- Tutorial Groups
- Writing to Inform

Tools, Equipment & Supplies:

- Handouts – go to the following addresses to get each of the handouts for the lesson:
http://www.fcclainc.org/assets/files/pdf/programs/powerofone/a_better_you.pdf
http://www.fcclainc.org/assets/files/pdf/programs/powerofone/family_ties.pdf
http://www.fcclainc.org/assets/files/pdf/programs/powerofone/power1_project_sheet.pdf

- Construction Paper
- Markers, Scissors, etc.
- Paper
- Printer(s)
- Other Click here to enter text.

Resources:

- Textbook pgs. Click here to enter text.
- Multimedia Click here to enter text.
- Overhead Masters
- Workbook pgs. Click here to enter text.
- Other Click here to enter text.

Key Terms: Self-esteem, positive self-esteem, negative self-esteem, siblings, traditions,
 Extended family, blended family, single parent family, nuclear family, peer pressure

Introduction of Lesson:

After students have learned about aspects of self-esteem, family relationships, and friendships/peer pressure, this will be the final project for the unit.

1. On the board, write down the following questions: What part of the relationships unit was most interesting to you? On which topic (self-esteem, family relationships, friendships/peer pressure) could you use the most help? Why do you feel you want to improve in this area?

2. Have the students answer these questions in their journals and discuss them as a class if students are willing to share. This will get them brainstorming for their final project.

Exploring the Content (Lesson):

Now explain to the students that they will actually be coming up with a plan of action on

How to improve the area they just wrote about in their journals.

1. Hand out the “A Better You” project idea sheet from the fclainc.org website. Also hand out the “Family Ties” project idea sheet from the fclainc.org website. In addition, hand out the “project sheet” from the same website.
2. Go through the “A Better You” and “Family First” sheets together with the students. Explain that these are just some examples of ideas they could come up with and that they can come up with their own ideas as well.
3. Next, go over the “project sheet” the students will be filling out for their own project they decide on implementing.
4. Give the students a chance to begin brainstorming and coming up with their plan of action for the final project.
5. Also explain that, in addition to filling out the “project sheet”, students will be required to write a reflection in their journals as to how their experience went. Did their project really make a difference in that area of their life?
6. Give the students the rest of the period to come up with their action plan. This will be due by next class period.

Review/Summary:

At the end of class, be sure all students are finished or almost finished with their plan of action. Make sure they are clear on what steps they will be taking in the next week to actually carry out their plan.

This project will be due in 2 weeks (unless their plan of action states that it will take longer)

Assessment:

This is the assessment piece for the relationships unit. I will grade students on their final “project sheet” they turn in. I will also grade them on their final reflection in their journals.

FCCLA Integration:

This fits perfectly with FCCLA, as the sheets and parts of the lesson are taken from the “Power Of One” program on the FCCLA website. Students could then use their project to further compete in an FCCLA event.