



Flowerpots and Families

Grade Level:

9-12

Lesson Plan Timeframe:

1 week

Program Topic:

Family Life

State: KS

Prepared By:

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Chapter/School:

Osborne FCCLA/Osborne High School

<p>Overview & Purpose</p> <p>To define family and to understand the characteristics of strong families.</p>	<p>FCCLA National Program(s)</p> <p>Families First</p>
<p>Education and National FACS Standards Addressed</p> <p>Area of Study: 13.0 Interpersonal Relationships Comprehensive Standards: Demonstrate respectful and caring relationships in the family, workplace and community. Content Standards: 13.3 Demonstrate communication skills that contribute to positive relationships. 13.5 Demonstrate teamwork and leadership skills in the family, workplace, and community.</p>	<p>Career Clusters and Pathways</p> <p>Early Childhood</p>

<p>Lesson Plan Goals & Objectives (Specify skills/information that will be learned.)</p>	<p>To understand the fragilities of families. To discuss problems that change families, the process of working through problems and the ability of families to function after experiencing problems.</p>	
<p>Materials Needed</p>	<ul style="list-style-type: none"> • Paper • Pencil • Newsprint • Markers • 1 flowerpot for each group • large brown paper bags 	<ul style="list-style-type: none"> • hammers • scotch or masking tape • glue or rubber cement • potting soil • seeds • miniature flowerpots
<p>Introduction of Subject (Give and/or demonstrate necessary information)</p>	<p>Divide into groups and write a definition of family – share with rest of class – discuss aspects that fit or don't fit what a family is. Come up with a workable definition for family. In what ways are flowerpots and families similar?</p>	
<p>Verification (Steps to check for student understanding)</p>	<p>Use the Flowerpots and Families worksheet as we work through the lesson.</p>	

<p>Activity 1 (Describe the independent activity to reinforce this lesson)</p>	<p>Distribute a large brown paper bag to each group and have them put their flower pot inside and roll the top down. Distribute hammers and tell each group to pound the pot until it breaks. Have each group open the bag and empty the pieces on the table. Using the markers, write on each piece some kind of problem that may “break families apart”.</p>
<p>Activity 2 (Describe the independent activity to reinforce this lesson)</p>	<p>Direct students to work together to put their flowerpots back together. Ask students to write on the tape any ideas they have for what would be required to mend a broken family. When the flowerpots have been mended as well as possible, lead a discussion about how problems change families, the process of working through problems and the ability of families to function after experiencing problems, using the flowerpot metaphor.</p>
<p>Activity 3 (Describe the independent activity to reinforce this lesson)</p>	<p>Using the “Characteristics of Strong Families” as a guide, discuss how the flowerpots can help us remember the common characteristics of strong families.</p>
<p>Summary/Evaluation (Assign Homework, or Reflect on the Outcomes)</p>	<p>Completing the worksheet and guide students to draw some conclusions about families from the flowerpot activity. Explain that these concepts will be discussed during this unit of study. As a concluding activity, have students plant seeds in their mended flowerpots. As the class progresses through the various topics, remind them to check on the growth taking place in their flowerpots.</p>
<p>Other Resources (e.g. Web, books, etc.)</p>	<p>Textbooks and additional handouts</p>
<p>Additional Notes</p>	<p>At the end of the unit or class, you may wish to give each student a miniature flowerpot to represent your wish that their families will be strong, healthy and whole.</p>