

D.

7th grade 3.07, 8th grade 3.09, and H.S. 3.06 Evaluate how mutually faithful monogamous heterosexual relationships in the context of marriage is the best life-long means of avoiding sexually transmitted diseases, including HIV/AIDS.

Materials Needed:

Appendix 1 - Family Quotations (cut into strips)

Ball of yarn and beach ball

Appendix 2 - copies of Family Tree, one for each student

Appendix 3 - copies of "Well, I'd Never . . . "

Review:

The review step in this lesson will be a values voting activity to assess which societal institutions are valued most highly by the students in class. Place this list of institutions on the board or a poster: government and politics, media, health care system, family, church/synagogue/faith community, schools, businesses, and recreation.

Have students list the societal institutions and place a numerical value beside the one he or she values most.

An **8** is placed next to the institution most highly valued, a **7** is placed next to the next most highly valued, and so on until a **1** is placed next to the least valued of the eight items.

Have students come to the front a row at a time and place all scores next to the listed institutions. Tally all scores and re-sequence the institutions in descending order from highest to lowest.

Process where **family** ranks. Whether or not it scored the highest point value, ask students why the family is the most **basic** institution in our society. Other institutions are important, but the family is the institution which provides the foundation and most basic needs for children and all family members.

Focus:

Prepare the quotations about family by copying and cutting apart the strips in Appendix 1, Family Quotations. Assign each to a pair of students. Ask them to decide if they agree with the statement and share how the quote may help us value families as the basic institution of society.

Statement of Objectives:

When groups of people want to describe themselves as close and supportive of each other, they say, "We are like a family." Ballplayers on winning teams have said this and so have members of successful bands. Not all children are raised

in a loving home, but almost all young people aspire to have a loving family in the future.

Today we will think about the family as the basic unit of society. By the end of the lesson, you will be able to discuss concepts of trust/loyalty and support as important aspects of family life.

Teacher Input:

In this activity, students will process ways families support their children. Ask students to stand or sit in a circle. Take a ball of yarn and ask one student to hold the end. Toss the ball of yarn to another student and ask him or her to say one way families and communities support their children. [Examples may include providing for safety, setting rules for decency and good citizenship, making education possible, giving resources for food, shelter, clothing, and transportation.] Continue this until all youth are holding the yarn and have had a chance to indicate how families and other adults support their children. Make certain they cover emotional and social support as well as meeting the physical needs of their children.

Take a beach ball and tell students it represents young people in our community. Toss the ball onto the woven string and ask them to try to support the ball with the string. Help students conclude they have the best chance of being successful in the future if they have the support of family and community.

Guided Practice:

Distribute copies of Appendix 2 with a drawing of a family tree. Instead of using the family tree to identify relatives and one's heritage, the tree is to be used to illustrate the qualities and characteristics of families which demonstrate support for the children who are reared within the family.

On the tree's roots, ask students to list what children need to grow up happy, healthy, and successful. On the tree's trunk, check off the characteristics parents need to support their children. On the tree's branches, identify the characteristics the child will have if he or she is raised with love, support, and nurturance.

Have students share a few items from their drawings on a volunteer basis.

Independent Practice:

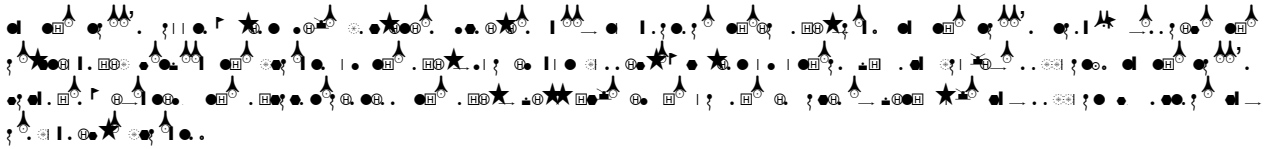
Provide each student with a copy of Appendix 3, Well, I'd Never . . . ! To complete this handout, they need to indicate their values by responding to the sentences about what they intend never to do. Have them turn in the worksheets the next day without names by simply checking them off as they

submit them. Tally results and give them feedback as to why their classmates would never participate in risky, unkind, or irresponsible behavior.

Closure:

Most young people anticipate and have as a life goal to be a member of a family and to have children. Today we looked at what children need from the adults in their lives to grow up happy, healthy, and successful.

Family Tree



A child who is raised to be loved and secure, has these characteristics:

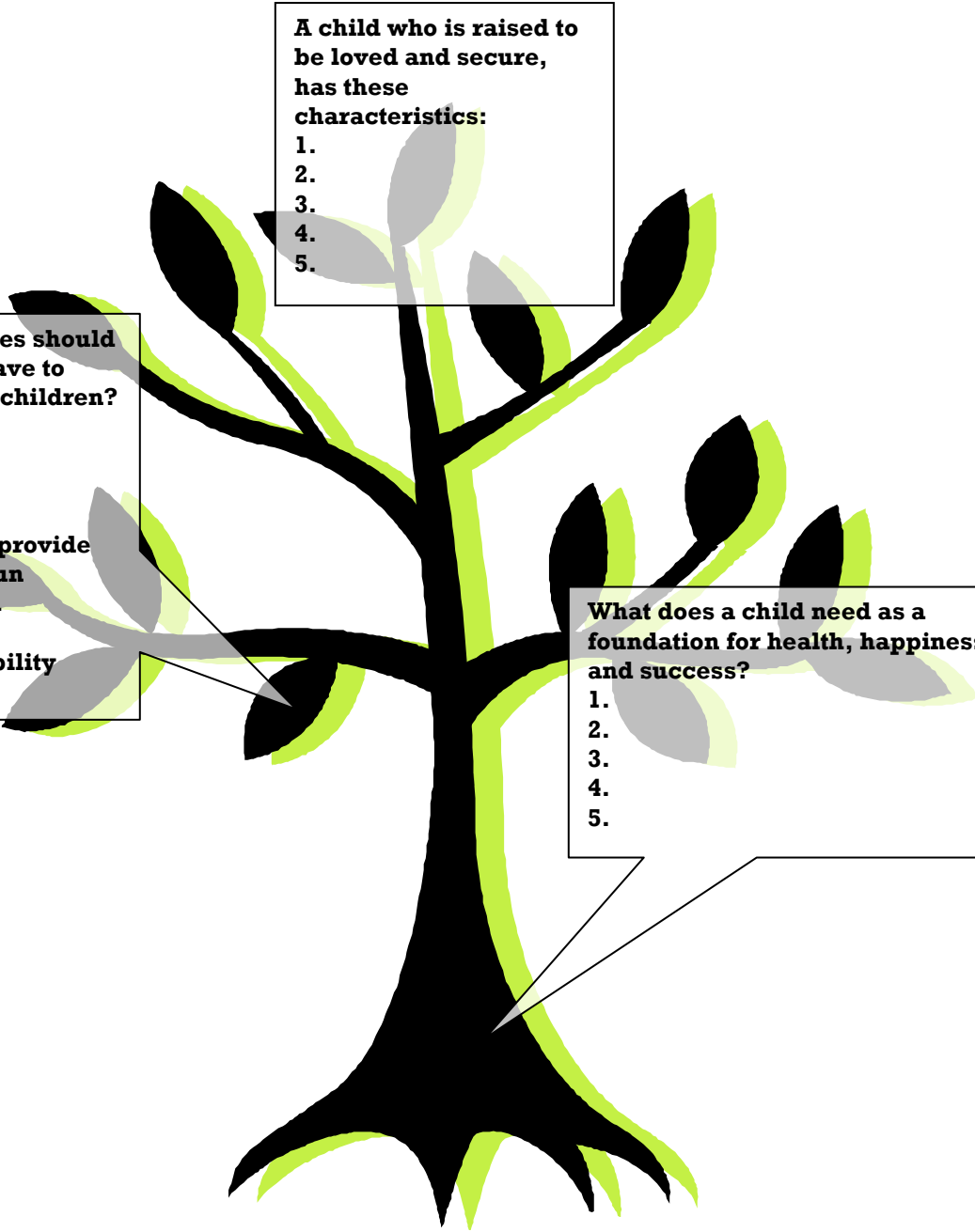
- 1.
- 2.
- 3.
- 4.
- 5.

Which qualities should the parents have to raise healthy children? [Check 4.]

- Maturity
- Fidelity
- Ability to provide
- Sense of fun
- Education
- Values
- Responsibility

What does a child need as a foundation for health, happiness, and success?

- 1.
- 2.
- 3.
- 4.
- 5.





	Why not?	What could happen if you did?
Well, I'd never take risks with alcohol or drugs.		
Well, I'd never exploit someone for my own pleasure or gain.		
Well, I'd never cheat on my boyfriend/girlfriend or spouse.		
Well, I'd never take a dare which could hurt me or someone else.		
Well, I'd never abandon or neglect a child who depends on me.		