

# LESSON I-3: Families

## Student Learning Objectives:

- I-6. Students will name families as primary providers of care and love.
- I-7. Students will explain how families may be alike and different from each other.
- I-8. Students will draw a picture of themselves doing something to help their family.

## Preparation

- Gather the needed materials.
- Duplicate enough copies of the Student Worksheet, \_\_\_\_\_, the Family Helper, so that each student will have one.

## Materials

### Resources

- Book: *What Is a Family?* OR *Families Are Different*
- Student Worksheet: \_\_\_\_\_, the Family Helper

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- List of people who care for us (from Lesson I-2)
- Crayons

**Time: 25 minutes**

## Lesson Procedure

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### Introduction: 1 minute

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Connect this lesson on families with the previous lesson on people who care for us.

1. Display the list of people who care about us from the previous lesson. State:

*These are some of the people we talked about in our last lesson who care about you. How might they show that caring? [loving touches, giving food and water, shelter, etc.] Let's review who's on our list.*

Review the list by asking students to read it or by reading it yourself.

2. State:

*Some of these people work at school. Some of them live in our neighborhoods. Others might be at our church or synagogue or club. Many of these people are in a very special group of people we call "family."*

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**Activity 1: 10 minutes**

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Explore the various ways families are similar and different.

Teacher's Note: You have one of the following books available for use with this lesson: *What Is a Family?* or *Families Are Different*. Using the book available to you, conduct one of the two options described below.

Option 1

1. Explain to the class:

*Each of us has a family, yet no two families are exactly the same. Let's read a book that shows us six different families. Be sure to watch for how all six families are alike.*

2. Read the book *What Is a Family?*

3. Ask the students:

*How were the families in our story different from each other?* [Some had one parent; some had two parents; some had three or four parents/stepparents. Some children are born into their family; some are adopted. Some families have pets; some don't. Some families have uncles or grandparents living in the same house; some don't, etc.]

*How were all the families in our story alike?* [They all cared for and loved one another. They all helped each other. They all worked together, etc.]

*What are some of the things that members of a family share?* [good times, cooking, setting the table, work, laundry, play, exercise, quiet times, hard times, feelings, money, etc.]

*When there are problems in a family, what might the members of the family do?* [They may argue. They may be quiet. They may talk about the problem. They may work it out. They may get help. Sometimes they live apart or divorce.]

4. State:

*It is normal to have problems and conflict in a family at times. People can learn how to solve problems so that things are better.*

Option 2

1. Explain to the class:

*Each of us has a family, yet no two families are exactly the same. Let's read a book about a little girl who compared her family to her friends' families. Be sure to listen for how all the families are alike and how they are different.*

2. Read the book *Families Are Different*.

3. Discuss the book using the following questions:

*How were the families in our story different from each other?* [Some children look like their parents and some don't. Some families have two parents, some have one. Some families have parents who are divorced. Some children live with their grandparents or with a step-parent. Families can be large, medium, or small. In some families all the people look alike and in others they all look different. Some families have children who are adopted into the family, and others have children who are born into the family, and some have both.]

*How were all the families in our story alike?* [All the families are glued together with special kind of glue called love.]

*What are some things that members of a family might share?* [They share a house, food, and money. They share cooking, setting the table, laundry, and cleaning. They share play, exercise, and work. They share feelings, good times, quiet times, and hard times.]

Teacher's Note: This book mentions that babies grow in the mother's "belly." If your students want to discuss this concept further, the subject may turn to topics that are considered to be sex education. Prior to answering any questions pertaining to sex education, you should be aware of your local school district's sex education guidelines for what may be discussed in first grade.

If your guidelines do not allow you to discuss human pregnancy or reproduction in first grade, suggest that the students discuss their comments and questions with a parent or another adult family member at home.

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**Activity 2: 3 minutes**

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Discuss some of the responsibilities various family members may have.

1. Discuss responsibilities within a family by saying:

*Families work best if everyone in the family helps out and shares the responsibilities of living together. No one is too small, or too young, or too big, or too old to be a family helper. Let's think about how different members of the family can help.*

2. Show the list of people who care for us which was generated in Lesson I-2.

Name each family title, one at a time, and help the students think of some responsibilities that person might have. For example:

- Parents: make money by working, drive other family members around, make the big decisions, teach the children how to do things, keep children safe, etc.
- Grandparents: help with cooking and cleaning, watch their grandchildren, read stories, some have jobs, etc.
- Babies: grow, amuse their parents and brothers and sisters, smile, etc.
- Children Your Age: wash/wipe dishes, pick up toys, plan meals, play with younger brothers and sisters, etc.

Name children last so that the responsibilities listed are fresh in the minds of the students. The ideas generated for children's responsibilities will be used for Activity 3.

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**Activity 3: 10 minutes**

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Draw pictures of children helping their families.

1. Ask the students:

*Think of a responsibility you already have, or one you could take on in order to help your family run smoothly.*

2. Distribute the Student Worksheet, \_\_\_\_\_, the Family Helper, and crayons to each student and state:

*Draw a picture of yourself doing something to help your family.*

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**Closure: 1 minute**

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- Summarize by asking:

*I'd like each of you to share your picture with us and tell us what you can do to be a family helper.*

Teacher's Note: You may want them to share their pictures with a neighbor due to time constraints and attention spans.

- Send the Student Worksheets home and ask the students to explain to their families how they can help.
- State:

*Our next health lesson will teach us about ways families might change.*

\_\_\_\_\_ , **the Family Helper**



