

# LESSON I-4: Family Members Are People, Too

## Student Learning Objectives:

- I-9. Students will describe adult family members as individuals who have interests and roles in addition to their roles within the family.
- I-10. Students will organize an interview with an adult family member.

## Preparation

- Gather the needed materials.
- Duplicate the enough copies of the Student Worksheet, Tell Me about Yourself, so that each student will have one.

## Materials

### Resources

- Book: *Grandpa's Song* OR *Meet My Grandmother*
- Book: *Grandma and Grandpa Are Special People* (Integration Idea)
- Student Worksheet: Tell Me about Yourself

### Realia

- Pencils or pens

**Time: 25 minutes**

## Lesson Procedure

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### **Introduction: 3 minutes**

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Connect this lesson on the uniqueness of each member of a family with the previous lesson on listening.

1. State:

*If you demonstrated your responsibility of listening last night, cup your hands behind your ears.*

*Who can tell me one of the listening skills we learned?*

- Stop what you are doing.
- Look at the person talking.
- Stay quiet while the person talks.
- Ask questions or make comments on what the person is talking about.
- Summarize what the speaker says.

*Let's give ourselves a round of applause for knowing how to demonstrate being responsible by listening!*

2. Share with the students:

*We have learned that we all have the responsibility to listen to one another. By listening carefully, we can learn new things and build relationships. When we listen, we learn about other people's interests, likes and dislikes, and ideas.*

*Today's lesson will be about the special grownups in families and their special interests and needs.*

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**Activity 1: 15 minutes**

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Explore how grandparents and other adults within a family have interests and skills as individuals.

Teacher's Note: Determine which of the following books available for use with this lesson: *Grandpa's Song*, or *Meet My Grandmother*. If you will use *Grandpa's Song*, conduct Option 1. If you use *Meet My Grandmother*, conduct Option 2.

1. Share with the students:

*We all have grandparents, or we wouldn't be here. Some of our grandparents may have died or may live many, many miles away. Raise your hand if you have grandparents that you know and with whom you spend time.*

*Did you ever think about your grandparents as people who went to school, just like you? people who have a favorite food, favorite television programs, favorite hobbies, just like you?*

### Option 1

2. Introduce the book *Grandpa's Song* by stating:

*We are going to read a book about a grandfather. Listen carefully for the things that make this grandfather a special person.*

3. Read the book to the students.
4. Discuss the book by asking the following questions:

*What was Grandpa's favorite thing to do?* [sing]

*What were some of Grandpa's other interests?* [baseball, ice cream, sitting on the porch]

*What responsibilities did Grandpa have in the story?* [entertaining the family with his songs, taking family members to the ball game or the ice cream parlor]

*What happened that made Grandpa sad?* [He couldn't remember some of the songs he used to sing.]

*Who took responsibility to help him remember?* [The person telling the story and the rest of the family members helped him.]

5. State:

*As family members grow up, even when they get older as adults, the things they are responsible for change. Why do you think Grandpa had a hard time remembering the songs that had been so important to him? [He felt fuzzy. He was getting older.]*

*As Grandpa got older and more forgetful, the other family members became responsible to help Grandpa remember the things that were important to him. As people get older, sometimes they forget things easily. We can help by gently reminding them.*

*How do you think Grandpa felt about forgetting so many things? [sad, embarrassed, discouraged]*

Teacher's Note: This story is about an elderly man. Be sure to point out that the changes that occur in aging happen to both men and women.

*It is important to remember how older adults, like grandparents, might feel about being reminded and helped. We can be responsible to find ways to help them that will not hurt their feelings.*

*Families change as they grow older. You will change as you get older. You will gain more self-control and more responsibilities. You will be able to help other family members in different ways than you have in the past—like helping Grandpa remember songs.*

Option 2

2. Introduce the book *Meet My Grandmother* by stating:

*We are going to read a book about a grandmother. Listen carefully for the things that make this grandmother a special person.*

3. Read the book to the students.

4. Discuss the book by asking the following questions:

*What does Grandma think everyone should do? [She thinks everyone should exercise.]*

*What things does Grandma have in her office? [She decorates her office with drums, baskets, and pottery from Arizona Native American Tribes. She has books covering the walls.]*

*What other things does Grandma like? [She loves music. She likes giving speeches and teaching law students. She likes to have lunch in the courtyard with her clerks. She likes to teach her granddaughter about things. She likes to go to parks and museums for fun, and eat pizza and frozen yogurt. She likes to go shopping and spend time with her granddaughter.]*

*This grandmother has a very important job. Probably some of your grandmothers have important jobs, too. What are some important jobs grandmothers do?*

5. State:

*As people grow older, they learn self-control and have many responsibilities. They learn many things and have many experiences. This gives them wisdom that they can share with younger people.*

*As you get older, you will also learn to have more self-control and gain more responsibility. By spending time with older adults, like grandparents, you can learn from their wisdom. Plus, it's fun.*

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**Activity 2: 5 minutes**

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Organize the interviewing of adults in students' families to learn about them as special individuals.

1. Inform the students:

*It's time for you to think about an adult you want to interview to learn about his or her special interests. Each of you have the assignment of interviewing one adult, preferably someone in your family. I will give you some of the interview questions. You will need to create a couple questions of your own. I'd like you to choose an adult who is a member of your family. If no family member is available for interviewing, you may choose another adult, such as a neighbor or friend of the family. This is a wonderful opportunity to practice our listening skills!*

*Make an appointment with your special person. Ask the person to spend about thirty minutes with you talking together. You may even tape record the interview if you like. That way you can listen carefully as the person is speaking and not worry about taking notes. Later, you can listen to the tape and then write down the answers.*

*Your papers will be due by \_\_\_\_\_. I will ask some of you to share some of the interesting things you found out about the adults you interviewed.*

Teacher's Note: Allow the students a few days to complete this assignment. Lesson I-7 refers to the assignment at the beginning of the lesson.

2. Distribute the Student Worksheet, Tell Me about Yourself, to each student. Read over the questions together. Ask if anyone needs any clarification. Allow the students a couple minutes to make up the questions they would like to ask their person.

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**Closure: 2 minutes**

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- Summarize by saying:

*Have you got one or two people in mind to interview? Share your ideas with a neighbor.*

- State:

*Our next health lesson will explore other ways people show that they are responsible. Don't forget to turn in your interview by \_\_\_\_\_.*

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## Integration Ideas

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### Art

- Have the students make a visual which depicts one of the special characteristics of the persons they interviewed.

### Language Arts

- Using the notes taken on the Student Worksheet, have the students write an article describing the persons they interviewed for the school or community newsletter or newspaper.
- Have the students present a short oral report relaying the interesting things they learned through their interviews.
- Read the book, *Grandma and Grandpa Are Special People*, by Barbara Kay Polland, Ph.D. This book describes many different aspects of grandparents. You may want to read the book over two to three days. After you have finished reading the book, ask your students to write special things about their grandparents, the grandparents of a friend, or imaginary grandparents.

