

**National Health Education Week
2005**

**Healthy Choices:
Family Life Education**

Lesson Plans: Grades 3-5

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Grades 3-5: Lesson 1

Families and Values

Objectives

Students will:

1. Identify rules and values in their own family
2. Infer the reasons why specific rules exist in their families
3. Compare family rules to the values important to their family

Assessment

Teachers will:

- Assess if student has an understanding of what a value is by reviewing their learning log and their participation in class discussion.

Materials needed

- **Rule and Reason** worksheet
- Definition overhead (or one worksheet per student)
- Construction paper petals
- Glue
- Markers
- Construction paper

Things to do before

- Photocopy **Rules and Reason** worksheet
- Photocopy and/or make the Definition worksheet into an overhead

Language development

- Refer to the Definition worksheet

Lesson

Full Group: Begin a discussion by asking students to describe a friend's house they like to go to because they get to do activities there that they cannot do in their own house. Ask them why they think the rules are different in their house as opposed to their friends' houses. Ask them why they think adults make rules for children.

- While everyone in each family has certain rights and responsibilities that their family depends on them for, adults in the family are always responsible for the children until they are 18 years old. Even if you are supposed to watch your little brother after school, your parents are ultimately responsible for anything that happens to either of you.

Activity 1

Rules and Reasons

1. Students will generate a list of rules in their family.
2. With the whole class, take some of those rules and as a class brainstorm why that rule exists in that student's house.
3. Students will then complete reasons for each of their household rules already on their list.
4. If you break the rules of your family, what are the consequences?
5. What does the word 'value' mean? Have students brainstorm its meaning.
 - **Value** is the worth, usefulness or importance of something. If value means the worth, usefulness or importance of something, what would a family value mean?
 - **Family values** are the traits members of a family feel are important or useful.

Activity 2

Types of Values

1. Show the overhead with the list and definition of 10 values.
2. Discuss definitions and their use.
3. Tell students to look at their list of rules and reasons.
 - Ask them if they see any rules their family has that reflects a value of one of these traits? For example in your house, you may need to take out the garbage every day, if you don't you may get in trouble. This is because in your family, the adults value **dependability**. They want you to be able to trust that you will take out the garbage every night without having to remind you. Each family values different things, and adults in the family choose certain rules to emphasize these values.
4. Look at the rules on your **Rules and Reasons** sheet.
 - Are there any rules in someone's house that have to do with honesty? Equality, Self-control etc.
 - What are those rules?
 - There are many different kinds of families. Just because one family makes rules that emphasize certain values more than others, does not mean that your family is doing something wrong, that is just how your family works. Each family has the right to make any rule it wants, and what works for one family may not work in another family. Values are also learned from other family members that do not live in your house, from the community, school, religious organizations, and friends.
 - Put the value that matches the rule and reason together.
 - Ask a partner if you are confused about which value matches the rule before you ask me. Not every value will be part of your rules, and you can have the same value more than once. Each flower will look different, because as we have already learned each family is different.

Activity 3

Flower Petals to Rules

1. When you are done matching values to your rules, get one petal for each rule you have. Write the value that goes with that rule on the petal.

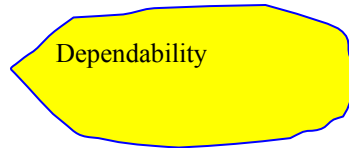
2. Tell students that when they are done writing the values that go with their family's rules, to write "Family Values Flower Power" on a piece of construction paper and make a flower out of their petals.

- Are there any students who would like to show their flowers to the class?
- Is there anything that is the same or different about these flowers?
- Do you see any flowers that are the same?
- Just like every family looks different, their rules and values are different, that is what makes every family special.

Activity 4

Learning Log

- Ask students to write down the top 3 values that they have, and include personal examples for each.



Values

Equality: The quality or condition of being equal; having the same rights or conditions. *In the United States, all citizens have equality.*

Self-Control: Control over one's own emotions and actions. *When my brother hit me, it took a lot of self-control to not hit him back.*

Respect: High regard or consideration. *People show respect when they follow the instructions of their elders.*

Responsibility: Having a job, duty or concern for something. *Walking and feeding the dog is my sister's responsibility.*

Honesty: The quality of being truthful, fair, or trustworthy. *Jim answered his mother's question about where he went after school with honesty.*

Promise-Keeping: Ability to give one's word that something will or will not be done or happen and follow through. *A person who is a good promise-keeper knows that it is important to only make a promise when it is possible to do exactly what you say you will.*

Self-Respect: Proper regard for one's own worth or importance; respect for oneself. *People with self-respect stay away from drugs because they do not want drugs to ruin their future.*

Dependability: Ability to be relied upon or trusted. *A person with dependability can be given a task to complete and it will be done without someone watching or checking her progress.*

Trustworthy: Confidence in a person's ability to be true, honest, or reliable.
I know I can share secrets with my best friend because she is trustworthy.

Justice: Fair or right treatment or action. *The protesters demanded justice for the murder of their community member.*

Fairness: Not too good or too bad for anyone more than another. *It is important that everyone is treated with fairness.*



* *Rule* *

* Reason *

* Value *

Grades 3-5: Lesson 2

Communication

Objectives

Students will:

- Discuss the importance of communication with parents or significant adults about embarrassing or personal problems.
- Identify ways to improve communication with parents or other significant adults.

Assessment

Teacher will:

- *Assess the student's comments on their parent's responses to the questionnaire sent home to see the similarities and differences between them and their parents.*
- *Identify indicators of healthy communication.*

Materials needed

- **Talking Together** worksheet (one per student)
- Parent Questionnaire (one per student)
- Decision Making Model
- Markers
- Posterboard

Things to Do Before

- Write out the Decision Making Model on posterboard
- Photocopy the **Talking Together** worksheet and Parent Questionnaire

Language development

cooperation: to act or work with others

communication: exchange of thoughts, messages, or information

adversary: somebody who opposes somebody else in a conflict, contest or debate

Lesson

Full Group: Begin a discussion by asking students whom they are most likely to discuss personal problems with. Are they more likely to discuss problems with parents or friends? Why? What types of personal problems or embarrassing things are difficult for them to share with their parents?

Activity 1

Talking Together

Divide students into small groups and have students discuss:

1. What they feel comfortable to talking to their parents about.
 2. What they uncomfortable talking about with their parents.
 3. What are some reasons students are comfortable with discussing certain topics vs. other topics?
 - List the topics that students feel most comfortable discussing.
 - List topics that students feel most uncomfortable discussing.
 - Ask students: What are the differences between these topics?
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1. As students look over those topics that are most uncomfortable to discuss, ask: Why is it good for us to talk to an adult about certain matters? What are the advantages and disadvantages to discussing a problem with an adult (parent) vs. friend?

Full Group:

- Begin the discussion by introducing the Decision Making Model. Ask Students: What is the decision about? What is it really about? What are the choices? Who will the decision help or hurt? Did you make the right decision?
- When looking at the issue, one part of making choices is deciding who to discuss your problem with. Who would be the most likely to help you in making a decision? This person may not be a family member. Look at your page. Do you have an open communication channel with your parents? If not, what are some things you could do to open the channels of communication with your parents? Sometimes people talk, but do not understand one another. This poor communication leads to disagreements.
- Ask students:
 1. What would you do if someone were saying something to you that you did not want to hear?
 2. How would you react?
 3. What about when you are talking to your parents, what do they do if you are saying something that they do not agree with?
- Good communication involves listening, as well as, speaking. A good relationship is being able to understand what someone else is thinking and being able to successfully anticipate behavior. Listening to what they have to say because you know where they are coming from. Sometimes the best help comes from someone who is a good listener.
- Have students brainstorm ways in which they could ease the difficulty of discussing these topics.
 4. What are some techniques you could use?

5. What could you do to alleviate poor communication?
6. Can you turn to another trusted adult? If so, who would it be?
List the names on the chalkboard...this could be friend's parents, grandparents, guidance counselor, teacher, grandparent, neighbor, etc.
7. Do you talk with other members of your family?
8. Why do you think it is easier than talking with your parents?

Activity 2

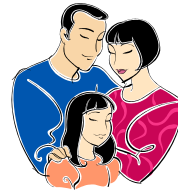
- Have students role play how they would discuss some of the uncomfortable topics they have listed with either their parents or a trusted adult. What are some steps they could take to ease the discomfort? Look for constructive ways to discuss feelings and emotions.
- Students can take home parent questionnaire, allowing them to find out some similarities between what their parents were like at this age and what the students are like.

Talking Together (Worksheet)

1. I often talk with my parents about:

2. I rarely talk with my parents about:

but I talk to my ...(teacher, best friend, older sibling, etc.)



3. I never talk with my parents about:

but I talk to my...

4. The person I feel most comfortable to talk with is: because:

5. An adult that I feel most comfortable talking with is:

6. I would feel more comfortable talking with my parents if:

7. When someone talks to me about something that I do not want to hear I:

Parent Questionnaire

1. What did you like to do when you were my age?

2. What did you dislike doing?

3. Who were your friends?

4. What did you and your friends do together?

5. What were your favorite subjects in school?

6. What were your grades like?

7. Describe your relationship with your parents; siblings.

8. What did you argue about?

9. When you do not want to hear what someone is saying, what do you do?



Grades 3-5: Lesson 3

Respect for Each Other

Objectives

Students will:

- Explain the importance of respecting the opinions of others.
- Discuss the importance of accepting individual differences.

Assessment

Teacher will:

- Review the student's learning log to assess their understanding of his or her own individual choice.

Materials needed

- **Individual Choices** worksheet (one per student)

Things to do before

- Photocopy **Individual Choices** worksheet

Language development

diversity: the differences between human beings; socioeconomic, ethnic, gender or other types of variety in a group, society or institution

tolerance: the capacity for or the practice of recognizing and respecting the beliefs or practices of others

respect: to feel or show high regard for; esteem

Lesson

Activity 1

Explain that you are going to pretend that you are taking orders for a light lunch.

1. Select three students to give suggestions for lunch.
2. Place the three selections on the board.
3. Have each student make a choice of one of the items listed by having them put their heads down and raise their hands when the item they want is called.

4. Record the tally on the chalkboard.
5. Notice the item that received the largest number of votes. Make a comment such as, "It appears that we should order _____ for everyone because _____ received the largest number of votes."

Full Group:

- Begin a discussion by asking is that OK with everyone? How do students react to this statement? Is it fair to make everyone eat the same thing?
If the majority of the class wants one thing, does that make it the right and only choice to make? Which group made the right choice? Is it possible that everyone is right?
- Everyone makes choices that they feel are right for him or her. Does one person have the right to make someone else do what he or she is doing if they do not want to? What might this be called? (peer pressure) Do you think the votes would have been different if it were heads up - if everyone was able to see how their friends and classmates were voting? Why? How can everybody be right?
- What lesson could we learn from this activity? (In relationships with others, we need to respect the opinions and ideas of others and accept each other's differences.)
- Can you think of other situations when individuals could have different choices, yet all be right? Suggest situations such as, favorite sport, family structure, coolest celebrity or best singer. What could you do, or help others do, that would make it easier to respect the choices or opinions of others?

Individual Choices Worksheet

Directions: Answer the following questions and describe the reasons for your choice(s). Remember that it is okay for everyone to like something different. It is our choice and our right to make a decision that fits our needs.

1. What is your favorite color?
2. What are your three favorite foods to eat?
3. What are your favorite subjects in school?
4. What kinds of clothes do you like to wear?

5. What are your favorite subjects in school?

6. What kind of music do you like to listen to?

7. What are some of your favorite books?

8. What are you favorite soda flavor?

