

Family Group

– “The purpose of family group is for all to feel a sense of belonging through positive relationships, to develop healthy habits, and to empower all to have a voice.”-

Weekly Lesson Plan

Week 35: May 21st- May 25th, 2018

Topic: Cultural Responsiveness

At East we are taking charge of our future by being **tenacious, thinking purposefully**, and **advocating for self and others.**

ArtID Lessons adapted for East High School Family Group
Developed by Sonia James-Wilson

“As we move forward with learning more about culturally responsive pedagogy, we asked consultant Sonia James-Wilson for some help. We wondered about what role Family Group could play in helping us be more culturally responsive. She created this series of lessons for us. We are very interested in your reaction to how these lessons go, as this will help us with future direction setting re: this topic. Thank you for making a good faith effort to implement these plans, and then be sure to complete the feedback survey that will come out shortly.” - Sue Meier

DAY	TOPIC
<p>Monday</p> <p>Please remind scholars of the FG Tenets & consider the use of a talking piece for this week:</p> <p>Confidentiality All Voices Heard Respect Collaboration Engagement by All</p>	<p>** Distribute Gender Survey and Collect. No NAMES needed!!**</p>
	<p>Adapted from ArtID Lesson – <i>What is your name?</i></p>
	<ol style="list-style-type: none"> In a go round, Family Group members share their answers to the following questions, beginning with Parents: <ul style="list-style-type: none"> What is your full name (including your middle name if you have one)? Were you named after someone? If “Yes”, who were you named after? What does your name mean? Did you have a naming ceremony when you were a baby? If “Yes”, what was it like? Is there a story behind how you got your name? Do you like your name? If “No,” why not? Talk about reasons why someone might not be known by the name they were given at birth, and elaborate on the examples below to help increase comprehension: <ul style="list-style-type: none"> Name changes due to immigration Name changes to avoid discrimination (converting “ethnic sounding” names, or those that are “hard to pronounce”) Being known by a nickname Ask students to write down all of the names they are called on a sheet of paper, and in parenthesis next to each, the person or people who refer to them by that name.

4. Ask for volunteers to share what they have written.

****Complete Gender Survey if you haven't already done so.****

Adapted from ArtID Lesson: *Who are your people?*

Tuesday

See Google Classroom:

[Lower School](#)

[Upper School](#)

1. Invite students to share their definition of the word "Family"
2. Read the following definition, and ask students whether they agree or disagree, and to provide a reason for their answer.

Definition of "Family"

Families are groupings of people who may or may not be living together, but who think of themselves as a "family" or as related. Families can be permanent or temporary. Children sometimes think of their family as a group of people that includes adults who make them feel safe and happy, safe and loved.

3. Begin an open discussion with the questions:
 - Do you define your family as the people who live with you, or in some other way?
 - Are there people in your life who are close like family, but are not "blood relatives"?
4. Encourage students to come up with their own definition for the word "family"
5. Invite students to share their responses, and ask them to think about who would not be included as a family member given their description.
6. Begin a discussion about the individuals / groups that students chose to exclude, and encourage them to provide reasons for their choices.

Adapted from ArtID Lesson - *What are your best attributes?*

Wednesday

LOWER SCHOOL



1. Parents share with students one of their: (1) positive attributes, (2) negative attributes and (3) quirks. Follow up with explanations for the words "attributes" and "quirks" if students appear to be confused about their meanings.

2. Ask students to write down their answers to the following questions, or invite them to share their answers verbally in a go-round:
 - What are some of your positive personal attributes?
 - What are some of your negative personal attributes?
 - What are some of your quirks?

3. Ask for volunteers to share something that isn't private.

4. Invite students to divide a sheet of paper into four quadrants, and to label their page in the following way:

My strengths	Things I value
Things I aspire to be / behaviors I aspire to develop	Something people in my Family Group don't know about me

5. Facilitate a discussion where students are guided to think about the ways in which their attributes and quirks have an influence on the things they wrote in each quadrant.

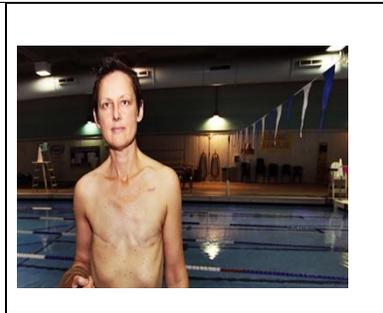
Adapted from ArtID Lesson - *What makes you beautiful?*

1. Present students with three definitions of beauty:

- A combination of qualities, such as shape, color, or form that pleases the senses, especially the sight.
- The quality of being physically attractive.
- The quality present in a thing or person that gives intense pleasure or deep satisfaction to the mind.

2. Ask students to share their opinions of these definitions, and if they're willing to, offer an alternative.

3. Display the image below, and pose the question: "What makes these people beautiful?" Feel free to choose other faces as long as they don't all reflect what would be typically considered as "beautiful" on our modern day, U.S. society.

		
		
		<p>What makes these people beautiful?</p>

Thursday
**UPPER
SCHOOL**



5. Ask students to pick someone in the Family Group, and to write about what makes that person beautiful.
6. If time permits, allow everyone in the group to share their responses. If you run out of time, ask volunteers to share.

**** Be sure scholars have taken the Gender Survey and return:**

LS D209 or F211

US Main Office **

FUN FRIDAY!!