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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Human Services |
| **Course Name** | Principles of Human Services |
| **Lesson/Unit Title** | Family Crisis Management |
| **TEKS Student Expectations** | **130.272.** **(c) Knowledge and Skills**  (2) The student demonstrates personal characteristics for success in high-skill, high-wage, or high-demand careers. The student is expected to:  (G) determine personal and professional implications of substance abuse  (J) demonstrate effective communication skills  (4) The student demonstrates the skills necessary to enhance personal and career effectiveness in counseling and mental health services. The student is expected to:  (A) identify types of crises  (B) determine appropriate responses, management strategies, and available technology to meet individual and family needs  (C) determine effects of crisis on individuals and families  (D) predict crises typical of various stages of the life cycle  (E) identify the contributing factors of stress and how those factors impact individuals and relationships  (F) investigate causes, prevention, and treatment of domestic violence  (G) describe rewards, demands, and future trends in counseling and mental health services; and  (H) identify employment and entrepreneurial opportunities and preparation requirements in the areas of personal interest.  (5) The student demonstrates the skills necessary to enhance personal and career effectiveness in early childhood development and services. The student is expected to:  (D) investigate causes, preventions, and treatment of child abuse. |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Students will:**   * Identify, describe, and evaluate strategies to respond to different types of family crises * Differentiate between the types of family crises and ways to meet the needs of families * Explain the effects of a crisis on individuals and families * Develop a list of related family crisis resources available in the community * Present their written report of family crisis scenarios information * Identify careers related to Counseling and Mental Health |
| **Rationale** | In this lesson, students will identify, describe, and evaluate strategies to respond to different types of family crises and demonstrate the skills necessary to enhance personal and career effectiveness in counseling and mental health services. |
| **Duration of Lesson** | Five 45-minute class periods |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | **Adaptation:** To modify oneself to conform to a situation or environment  **Addiction:** Dependence on a particular substance or action  **Child Abuse:** Abusive treatment of children takes several forms such as neglect, emotional abuse, physical abuse, and sexual abuse  **Crisis:** A dangerous or critical moment of development  **Intervention:** Interference with the acts of others. The act of coming between  **Shelter:** A safe place for those who experience physical violence or sexual abuse  **Violence:** Physical force used to harm someone or something |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector for PowerPoint presentation * Computers with Internet access (be sure to follow district guidelines)   **Materials:**   * Brochures from the counselor’s office pertaining to family crises * Cardstock (see anticipatory set) * Copies of family crisis scenarios * Phone books * Copies of handouts   **PowerPoint:**   * Family Crisis Management   **Technology:**   * Infographic:   + Domestic Violence Infographic – Economic Cost  Each of our infographics states a statistic or fact about the various victims of abuse that we help. Infographics are a great way to spread awareness of the issues facing victims of abuse today.https://www.domesticshelters.org/domestic-violence-statistics/economic-impact-of-domestic-violence#.WaVvq8iGPIU * TedxTalk:   + Mark Bezos: A life lesson from a volunteer firefighter Volunteer firefighter Mark Bezos tells a story of an act of heroism that didn’t go quite as expected but that taught him a big lesson: Don’t wait to be a hero.<http://www.ted.com/talks/mark_bezos_a_life_lesson_from_a_volunteer_firefighter>   **YouTube:**   * Get the Facts on Child Abuse Share child abuse facts with the students<http://visual.ly/get-facts-child-abuse> * Makers of Memories  Has researched domestic violence statistics to raise awareness and bring attention to the residual effects domestic violence has on children and mothers.   https://www.youtube.com/user/MakersFoundation   * Salma Hayek Pinault in a PSA for the National Domestic Violence Hotline Academy Award Nominee Salma Hayek has proven herself as a prolific actress, producer, and director, in both film and television. Noted for her acting career, Hayek has also dedicated much of her time to social activism and the prevention of domestic violence. Salma is the Honorary Chair of The Hotline’s 15th Anniversary Committee and on the NDVH Celebrity Board.<http://youtu.be/HT-_BrshWsQ>   **Graphic Organizers:**   * Family Crisis Management Notes * Family Crisis Management Notes (Teacher Key) * Family Crisis Resources   **Handouts:**   * Family Crisis Scenarios * Rubric for Written Report |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Before class begins:**  Display cardstock paper with resources or agencies printed on them which can assist with family crises. Example of resources or agencies:   * Churches * Family support groups * Federal agencies * Hospitals * Hotlines * Local agencies * Professional physicians   Teacher will lead the students in a discussion to determine the different types of family crises through questions and answers. As students share responses, lead a class discussion on effective strategies to respond to different types of family crises. |
| **Direct Instruction \*** | Introduce lesson objectives, terms, and definitions.  Introduce the PowerPoint, Family Crisis Management.  Distribute graphic organizer Family Crisis Management Notes and have students complete it using information from the PowerPoint.  Discuss how a family crisis can have a correlation with child abuse. Share child abuse facts with the students. Allow for discussion and questions.  View the short videos included in the slide presentation: Get the Facts on Child Abuse Share child abuse facts with the students.http://visual.ly/get-facts-child-abuse  Salma Hayek Pinault in a PSA for the National Domestic Violence Hotline<http://youtu.be/HT-_BrshWsQ>  Makers of Memories  Has researched these domestic violence statistics to raise awareness and bring attention to the residual effects domestic violence has on children and mothers.  https://www.youtube.com/user/MakersFoundation  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * encouraging participation * allowing extra time to answer questions |
| **Guided Practice \*** | Distribute handout Family Crisis Resources. Students will complete handout as they research the resources. They may use phone books to research it on the Internet.   * Students will develop a list of related family crisis resources available in the community. Students may use a phone book and/or internet to compile a list of hotlines, social services agencies and organizations, support groups, health care professionals, religious organizations, and shelter. * Lead students to correlate the careers related to counseling and mental health.   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * allowing for extra time for assignment * providing feedback * continuously checking for understanding * peer tutoring |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | In subgroups of three, distribute Family Crisis Scenarios, three scenarios per group. The students will identify the type of crisis, the effects of the crisis on the family, and resources available in your community. Students will write a written report to include all the information and present their report during lesson closure. Distribute Rubric for Written Report.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * allowing student to complete assignments at home * continuously checking for understanding |
| **Lesson Closure** | Review lesson objectives, terms, and definitions.  Students will make an oral presentation of their written report to the class.  Allow for class discussion immediately following each presentation. |
| **Summative/End of Lesson Assessment \*** | Students will be assessed with the Rubric for Written Report.  Each student will write a one-page personal reflection on what he or she learned from this lesson and how they plan to use the information now and in the future. Encourage them to include skills that are necessary to enhance personal and career effectiveness in the career field of counseling and mental health services.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * checking for understanding * shortening length of project and/or presentation * using positive reinforcement |
| **References/Resources/**  **Teacher Preparation** | **Textbook:**   * Parnell Frances Baynor. (2001). *Skills for personal and family living*. Tinley Park: Goodheart-Willcox * Sasse Connie. (2004). *Families today*. New York: McGraw Hill Glencoe.   **Websites:**   * ChildHelp Prevention and treatment of child abuse.<http://www.childhelp.org/> * Get the Facts on Child Abuse Share child abuse facts with the students.http://visual.ly/get-facts-child-abuse * The Substance Abuse and Mental Health Services Administration (SAMHSA) is the agency within the U.S. Department of Health and Human Services that leads public health efforts to advance the behavioral health of the nation. SAMHSA's mission is to reduce the impact of substance abuse and mental illness on America's communities. https://www.samhsa.gov/ * HelpGuide.org Elder Abuse and Neglect—WARNING SIGNS, RISK FACTORS, PREVENTION, AND HELP.<http://www.helpguide.org/mental/elder_abuse_physical_emotional_sexual_neglect.htm> * KidsPeace 15 Ways to Help Your Kid through a Crisishttps://www.kidspeace.org/wp-content/uploads/2015/08/KPparent15ways008\_0003.pdf * Preventing Child Abuse and Neglect Resources on child abuse prevention, protecting children from risk of abuse, and strengthening families. Includes information on supporting families, protective factors, public awareness, community activities, positive parenting, prevention programs, and more.https://www.childwelfare.gov/ * Tips for Helping Students Recovering from Traumatic Events U.S. Department of Education. The devastation accompanying the recent hurricanes along the Gulf Coast has underscored the crucial role of recovery planning in schools and communities affected by natural disasters. Although the focus is on natural disasters, these tips may apply to other traumas students may experience.https://www2.ed.gov/parents/academic/help/recovering/index.html   **YouTube:**   * Makers of Memories  Has researched domestic violence statistics to raise awareness and bring attention to the residual effects domestic violence has on children and mothers. https://www.youtube.com/user/MakersFoundation * Salma Hayek Pinault in a PSA for the National Domestic Violence Hotline Academy Award Nominee Salma Hayek has proven herself as a prolific actress, producer, and director, in both film and television. Noted for her acting career, Hayek has also dedicated much of her time to social activism and the prevention of domestic violence. Salma is the Honorary Chair of The Hotline’s 15th Anniversary Committee and on the NDVH Celebrity Board. [http://youtu.be/HT-\_BrshWsQ](http://visual.ly/get-facts-child-abuse) |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Make sure students understand the vocabulary (word wall) before moving forward with this lesson. They are to make flash cards using an index card with the word on one side of the card and the definition on the other side. It is important for all students; especially ELL’s, to have a firm foundation before moving forward. This is key to following the entire lesson. * Word wall * Extra processing time * Pre-teach vocabulary |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Current Events Assign students to read about family crisis management. Information can be found in newspaper articles, magazines, journals, and online print. Suggestion:   * Mental Health Crisis Planning for Families Learn to recognize, manage, prevent, and plan for your child’s mental health crisis.http://www.namihelps.org/MHCrisisplanbkltCH.pdf   Students should each print a source of information about a counseling and mental health career, pair off and trade documents and then use the “read, write, pair, share” strategy. First reading independently, then writing about what they have read, and finally discussing, in pairs, their insight into the careers they have researched.<http://www.bls.gov/ooh/Community-and-Social-Service/School-and-career-counselors.htm>  Encourage students to “visualize” as they read. Many students are visual learners and will benefit from making sketches or diagrams on scrap paper as they read. Providing students with graphic organizers to help them organize their thoughts is also helpful. |
| **Quotes** | A real friend is one who walks in when the rest of the world walks out. **-Walter Winchell**  A true friend sees the good in everything, and brings out the best in the worst of things. **-Sasha Azevedo**  And in the end, it’s not the years in your life that count. It’s the life in your years. **-Abraham Lincoln**  All parents damage their children. It cannot be helped. Youth, like pristine glass, absorbs the prints of its handlers. Some parents smudge, others crack, a few shatter childhoods completely into jagged little pieces, beyond repair. **-Mitch Albom, The Five People You Meet in Heaven**  One day you will do things for me that you hate. That is what it means to be family. **-Jonathan Safran Foer, everything is Illuminated** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal Entries:**   * A family crisis is\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * I would help a friend in an abusive relationship by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * I would like a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_career in Counseling and Mental Health because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * The effects of domestic violence on children are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * Crisis intervention programs provide \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_to families.   **Writing Strategy:**   * RAFT writing strategy   + Role – student   + Audience – parent   + Format – letter   + Topic – strategies to cope with a family crisis |
| **Communication**  **90 Second Speech Topics** | * My family has reacted to a crisis situation by … * An intervention is necessary when … * A resource available to families in crisis in our town is … |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | * Instructions for students: Develop a pamphlet with a list of resources available in your community which provides help for families in a crisis situation. Share the pamphlet with the school counselors in the school district. Translate the pamphlet for the Spanish speaking community members. You can also make these available to a local rehabilitation shelter.   Principles of Human Services Math Assessment Problem:  Angela is facilitating a group counseling session dealing with credit card debt. To begin the group, she has everyone write down on a piece of paper the amount of credit card debt he or she currently has. The numbers are listed below. $23,750, $12,500, $52,000, $8,800, $18,500, $25,625, $15,600  What is the median of the data that was collected? a. $ 8,800 b. $15,600 c. $17,050 d. $18,500  Answer: D  Principles of Human Services Writing Prompt:  Think about the types of crises, the appropriate responses and management techniques available, and the effects of a crisis on individuals and families. Write a story about a family facing and responding to a crisis.  **TED Talks:**  TEDx is a program of local, self-organized events that bring people together to share a TED-like experience. At a TEDx event, TEDTalks videos and live speakers combine to spark deep discussion and connection in a small group. These local, self-organized events are branded TEDx, where x = independently organized TED event.  The video below is related to this lesson. Allow the students to view the video, and lead a discussion concerning the TEDTalk.  Mark Bezos: A life lesson from a volunteer firefighter Volunteer firefighter Mark Bezos tells a story of an act of heroism that didn’t go quite as expected but that taught him a big lesson: Don’t wait to be a hero.<http://www.ted.com/talks/mark_bezos_a_life_lesson_from_a_volunteer_firefighter> |
| **Family/Community Connection** | * Invite a panel of professionals from various social services agencies and organizations to discuss their services and careers. * Interview the school counselor to determine how the school district provides help for families in a crisis situation. |
| **CTSO connection(s)** | **Family, Career, and Community Leaders of America (FCCLA)**   * Texas FCCLAhttp://www.texasfccla.org/   The FCCLA Families First Project is a national peer education program through which youth gain a better understanding of how families work and learn skills to become strong family members. Its goals are to: help youth become strong family members and leaders for today and tomorrow and strengthen the family as the basic unit of society. To help members focus their projects, Families First offers five units. Members may complete projects in one or several units. There is no particular order to them; although, “Families Today” might be a good place to start. This unit covers topics that provide a general overview of families and related issues. The topics are:   * Families Today: Understand and celebrate families * You-Me-Us: Strengthen family relationships * Meet the Challenge: Overcome obstacles together * Balancing Family and Career: Manage multiple responsibilities * Parent Practice: Learn to nurture children |
| **Service Learning Projects** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to the lesson. For additional information on service learning see: http://ysa.org/  Example: Students will identify the Big Brother/Big Sisters Organization to help. They will contact the general manager to discuss a possible service learning project. |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)