



# About Families- Level 3 Staff Activity Guide

## What's Included:

The purpose of this guide is to support teachers in empowering students to make positive choices even when faced with high-risk situations. In this guide you will find: a Student Video Viewing Guide, Student Activity Guide, and a Brain Quiz with an Answer Guide. Each of these resources can be used independently or in conjunction with one another as time allows. For your planning purposes, please find the estimated time needed for each activity.

## Viewing the Video:

Without Student Video Viewing Guide - (5 minutes)  
With Student Video Viewing Guide - (6-10 minutes)

## Student Activities:

Activity #1 Write About It - (10 minutes)  
Activity #2 Group Activity - (15 minutes)  
Activity #3 Extended Learning Activity - (15 minutes)

## Brain Quiz:

(5-10 minutes)

## Student Video Viewing Guide Strategies:

### Before the video (3-5 minutes)

- Have students "popcorn out" (share without raising hand) to get the wheels turning, answering the question "Families come in all shapes and sizes. They depend on each other not just for food, clothing and shelter, but also for love, nurturance, relationships, and connection. What else do you depend on your family to receive?" (EX- help me with my problems, come to my sporting events, listen to me when I'm feeling sad)
- Ask students to "pair and share" with a classmate, "How and when do healthy families talk about their feelings? (EX- before bed, during dinner, in the car ride home from dance practice)

### During the video (3-5 minutes)

- Pause the video at times for Checks for Understanding (CFU). You can call out a few students to answer, and/or have them pair and share. Students can complete the brain quiz either during or after the video.

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### Brain Quiz Answer Key: (5-10 minutes)

1. Families are groups of people related by \_\_\_\_\_. (Answer: d. all of the above)
2. Families are interconnected systems. This means that: (Answer: a. What happens to one member of the family affects the other members of the family.)
3. Family rules (Answer: D. all of the above)
4. \_\_\_\_\_ are core beliefs and attitudes in the brain about people, relationships, and the world that form our thoughts and perceptions. (Answer: C. Schema)
5. All of the following are strategies to strengthen your family relationships EXCEPT: (Answer: B. being unsupportive of a sibling's dreams)

### Student Activity Options:

#### Activity #1 Write About It (10 minutes)

- a. Materials Needed: journal, paper and pen.
- b. "Write About It" Have the students write on the following reflection questions: What are the strengths of your family? What are ways that your family can be more supportive of one another? How do you plan for your future family to be similar or different to the family that you are growing up in?
- c. Criteria for success: Student can identify the healthy/ unhealthy traits of their own family.

#### Activity #2 Group Activity (15 minutes)

- a. Materials Needed: None.
- b. Directions: Divide the class into groups of 3-5 students per group. Instruct groups to create an infomercial on a healthy family system. Use any modality to educate the audience. Share the infomercial with the class.
- c. Criteria for Success: Students will be able to identify attributes of a healthy family.

#### Activity #3 Extended Learning Activity (15 minutes)

- a. Materials Needed: None.
- b. Directions: Family rituals are things that you do regularly together as a family. They can range from a special family handshake, weekly game night, movie night, or religious service. In groups of 3-5 students, instruct the students to imagine that they are a family. As a family unit, have them create family rituals that they will participate in throughout the week or year. (Ex. Special family handshake, trips to the beach during Christmas etc.)
- c. Criteria for Success: Students will be able to identify healthy family rituals.