

**SAMPLE HIGH SCHOOL  
FAMILY AND CONSUMER SCIENCES  
LESSON PLAN**

**COURSE TITLE:** Life Connections

**TOTAL DURATION:** 55 mins.

**TOPIC:** Conflict Resolution between Teens and Parents

**OVERVIEW/ANNOTATION:** This lesson focuses on ways conflicts may be resolved between teens and parents.

**BACKGROUND/PREPARATION:**

1. Select instructional method/learning activities to be used.
2. Prepare a multimedia presentation on ways to resolve conflict.
3. Prepare role play skit dealing with conflict resolution.
4. Select text with appropriate grade level text complexity for the stated purpose.
5. Provide instructions on how to apply RISC, the new instructional method.

**CONTENT STANDARD (S):**

16. Determine personal qualities that contribute to healthy relationships with family, friends, and coworkers, including effective communication techniques, conflict resolution techniques, and the importance of good character.

**READING AND WRITING LITERACY STANDARD (S):**

**Reading** – 1; 2; 3; 5; 10

**Writing** – 1.a, b, e; 2.a, d, e; 4; 8.c; 9

**ESSENTIAL QUESTION (S):**

1. **What are some ways teens may resolve conflict with their parents?**
2. How may conflict be resolved between siblings, extended family, friends, and coworkers?
3. How could conflict resolution skills be used with social media?
4. What qualities contribute to healthy relationships?
5. How can effective communication skills improve relationships and assist in resolving conflicts?
6. How does the importance of good character contribute to resolving conflict?

**PRIMARY LEARNING OBJECTIVE (S):**

1. Analyze ways conflicts may be resolved between teens and parents.
2. Research how effective communication skills may improve relationships and assist with resolving conflicts.
3. Determine the qualities that may contribute to healthy relationships.
4. Examine how good character contributes to resolving conflict.

CONTENT	EMBEDDED/ SUBSTITUTE CREDIT	INTEGRATED CONTENT CODE	PROCEDURES/ACTIVITIES/ EXPERIENCES	MATERIALS/ EQUIPMENT & TECHNOLOGY RESOURCES	TIME ON TASK (DURATION IN MINUTES)
A. Conflict Resolution Techniques <ul style="list-style-type: none"> <li>• Resolving conflicts                             <ol style="list-style-type: none"> <li>a) <b>Parents</b></li> <li>b) Siblings</li> <li>c) Extended family</li> <li>d) Friends</li> <li>e) Co-workers</li> </ol> </li> </ul>		CT, C, DM, PS	Class discussion on ways teens may resolve conflict with individuals, applying prior learning from previous lessons dealing with qualities of healthy relationships, effective communication skills and good character.	State essential question # 1	8 min
		C	Provide instruction on the RISC learning strategy to students including an example of how it works.	Chalk Board, Chalk, RISC strategy	10 min
		C, CT	Make sure all students understand how the RISC strategy works before beginning reading assignment.	Question: Are there any questions about how the RISC process works?	2 min
		R, CT, SS	Students will read a chunk of text from the textbook on resolving conflict with the RISC prompt, “How should teens resolve conflicts with parents?”, in mind.	Chunk of text from <u>Strengthening Family &amp; Self</u> beginning on page 137 with “Relating to Your Parents” through “Negotiating Solutions” on page 139	10 min
		R, W, SS, DM, CT	Students will reread the chunk of text on resolving conflict for the purpose of listing terms, citing text, and formulating a conclusion. (This information is to be applied to the beginning stages of writing a paragraph utilizing the RISC process.)	Textbook, Paper, Pen/Pencil, RISC strategy	10 min

**Handout #2**

<b>CONTENT</b>	<b>EMBEDDED/ SUBSTITUTE CREDIT</b>	<b>INTEGRATED CONTENT CODE</b>	<b>PROCEDURES/ACTIVITIES/ EXPERIENCES</b>	<b>MATERIALS/ EQUIPMENT &amp; TECHNOLOGY RESOURCES</b>	<b>TIME ON TASK</b> (DURATION IN MINUTES)
		<p>C, CT, HOT, DM, PS</p> <p>C</p>	<p>Class discussion of findings after reading the chunk of text on methods of conflict resolution.</p> <p>Teacher will provide more information on how the RISC will grow into a larger writing assignment and introduce the next steps.</p> <p>Future lessons will be developed to include learning about how conflict resolution techniques may be applied in situations with siblings, extended family, friends, and co-workers, which may include the use of social networking.</p>	<p>Restate essential question # 1</p> <p>Teacher will collect RISC exit slips to determine next steps for instruction.</p>	<p>10 min</p> <p>5 min</p>

**ASSESSMENT STRATEGIES:** Class Discussion, Observation of students reading, Observation of students completing the RISC, RISC Exit Slip

**PROVISION FOR INDIVIDUAL DIFFERENCES:**

(Note: Not all modifications have to be identified in each lesson.)

**EXTENSION:** Student(s) will read additional resources and include citations from each in the culminating project.

**REMEDIATION:**

**ACCOMMODATION:** Provide extra assistance for students who are ELL, have disabilities, or read below the grade level.

**MODIFICATION:**

**CTSO PROJECT(S):** Interpersonal Communications – STAR Events competitive event.

**CULMINATING PROJECT:** Essay on “Resolving Relationship Conflicts with Family, Friends, and Co-workers”, which may include the use of social networking.

**CREDENTIALING:** ServSafe, College Degree, AAFCS

**Integrated Content Codes**

C – Communication

SS – Social Studies

CT – Critical Thinking

DM – Decision Making

R – Reading

W – Writing

HOT – Higher Order Thinking

PS – Problem Solving