

FAMILY AS THE BASIC UNIT OF SOCIETY

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Subject

SOCIAL STUDIES

Prepared By

[Instructor Name]

Grade Level

4

Overview

This lesson plan covers teaching content for:

1. Definition of Family.
2. Identifying obligations of other people in the family.
3. Drawing a Family tree

Objectives

By the end of this unit, students should be able to:

1. Define family in a variety of ways.
2. Explain the obligations of the different people in a family.
3. Understand that families have peculiar differences.
4. Draw a family tree

Activity Starter/Introduction

1. Teacher should show students pictures of different types of family.
2. Explain each of the family types shown in the pictures.
3. Guide students through identifying each member of the family.
4. Guide students to suggest the obligations of each member.

Teacher Guide

Day 1/Lesson 1–20Mins

1. Pupils have learnt what a family is and can define family in a number of ways.
2. Help students identify the types of families available
 - Nuclear
 - Extended
 - Blended
3. Introduce students to the concept of a family tree.
4. Guide students on how to draw a family tree

Activity Starter/Introduction

Guided Practice

Day 2/Lesson 2–10Mins

1. Ask the students to suggest household chores and list them on the board.
2. Which of the chores do the students have to do in their homes?
3. Help each student choose one new responsibility to be assumed at home. Students may consider;
 - Dusting the living room
 - Washing the dishes
 - Watching a younger sibling

Materials Required

- Picture Frames
- Magazine
- Rulers

Additional Resources

- <http://www.esc2.net/centers/instructional%20Studies/Family%20Life.pdf>
- <https://www.smartdraw.com/family-tree/>
- <https://www.tolerance.org/classroom-resources/tolerance-lessons/what-makes-a-family/>

Additional Notes

	Day 3/Lesson 3–20Mins <ol style="list-style-type: none"> 1. Give each student a magazine. 2. Challenge students to find a picture of a man washing dishes or a woman repairing a car. 3. Ask students to explain why such pictures are difficult to locate? 4. Discussed the stereotyped roles that are common in society. 	Day 4/Lesson 3–25Mins <ol style="list-style-type: none"> 1. Split students into groups/family. 2. Ask them to each assume a hypothetical role in their family/groups. 3. Challenge each of the family to draw their family tree. 4. Ask trick questions on how each member is related to another member.
Assessment Activity <ol style="list-style-type: none"> 1. Define Family. 2. List examples of families. 	Assessment Activity <ol style="list-style-type: none"> 1. Identify the obligations of members of a family. 2. Draw a tree of their family going back three generations. 3. Using the family tree, ask how members of a family are related to one another. E.g who is Tunde to Bayo? 	
Summary		