Building and Repairing Caregiver-Child Relationships

Kiana Sanchez, English Language Arts and Health Sciences Teacher

Introduction

My name is Kiana Sanchez, and I currently teach English, with 9th and 10th grade curriculum, and Health Science. Throughout my journey, both as a student and an educator, I have had the privilege of being welcomed into different spaces of learning with individuals of various backgrounds, ethnicities, genders, motivations, and goals. Within each space that I step into, my own experiences and voice can help shape that community's understandings and beliefs, which is the same for students in a classroom.

A significant influence on students' lives include the relationships that impact them and influence the way they interact with others around them, and most notably of those is their relationship between them and their caregiver. For many students, this may be a relationship between them and their parent, and for other students who do not have the privilege of having a parent,this caregiver may be of a less traditional form, being a family member, a "parent" figure, or even a trusted adult. Regardless of the specific person that is in this caregiver role, the relationship between the caregiver and the student, from the students' perspective, molds their interpretation of experiences, environments, and people around them. Caregiver relationships affect students' access to learning by impacting their beliefs, comfortability asking questions and having curiosities, and approach to building other relationships.

In literature and life, a character's relationships with caregivers influence the decisions they make and actions they take. Each student in the classroom brings with them a different story of this relationship that may be influenced by their own ethnicities and cultures. This unit invites students to learn about different styles of caregiver relationships, factors that influence the relationships, and ways to rebuild and repair these relationships, for the benefit of the student and adolescent perspective.

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Unit Overview

In this unit, students will choose one specific caregiver that they have and analyze their relationship with that individual throughout the unit. Their Summative Implementation Project will aim to analyze the successes and challenges of that relationship and how that relationships can be built or repaired.

This unit can be adapted for the specific needs of any educator's classroom, and is especially appropriate for teaching humanities content (English, Social Science, and Electives). Due to the nature of the unit being a universal theme unit, it will work in multiple contexts of different texts, novels, videos, situations, events, and pieces of literature. Therefore, this unit can be applicable in any and most pieces of literature that educators will teach.

This unit addresses the following essential questions, goals and standards:

Social Justice Goals (See Dover, 2015)

- Uplift multiple voices across many ethnicities of people in various types and/or styles of caregiver-child relationships!
    - These ideas are necessary to engage at this moment in time, in the specific community where I teach because the involvement of caregivers in their adolescent's relationship is beneficial to students' success not only in the classroom but also in the context of their overall choices, understandings, and advocacy in everyday life. These relationships shape their adolescent's beliefs which allows the adolescents to develop and become informed and passionate leaders within the contexts of their communities and in the world.
- This unit also addresses:
    - The *curricular* dimension of teaching for social justice because it "engages students in the analysis of how their personal and cultural identities affect their societal interactions, with an emphasis on locating oneself in sociopolitical paradigms" (Dover, 2015).
    - The *pedagogical* dimension of teaching for social justice because it "challenges dominant paradigms through the integration and analysis of multiple perspectives regarding disciplinary, local, historical and political phenomena" (Dover, 2015), and
    - The *social action-oriented* dimension of teaching for social justice because it "engage[s] students in the investigation and critical analysis of pressing local and societal issues, with an emphasis on the sociopolitical impacts of systemic

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oppression and injustice" (Dover, 2015).

Essential Questions

- ☐ What are ***emotions*** that adolescents feel in their caregiver-child relationships, and how are caregiver-child relationships ***positively*** or ***negatively influential*** to adolescents' past, present, or future life, circumstances, perspectives, and beliefs?
- ☐ Utilizing the sociological lens, how can individuals identify similarities with and develop a better understanding of other ***people, cultures, and ethnic groups,*** through analyzing caregiver-child relationships?
- ☐ How can adolescents empower themselves and others to ***build, reflect on, repair, adapt to, advocate for*** better and more positive caregiver-child relationships?

Standards

This unit is designed to meet both English Language Arts and Health Sciences Standards

ELA Standards to be used for this unit:

1. RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
2. RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
3. RL.9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
4. W.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Health Standards to be used for this unit:

1. 1.4.G Identify trusted adults who promote healthy growth and development (e.g., physicians, nurses, dentists, and optometrists).
2. 1.3.M Identify trusted adults at home and at school.

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3. 3.1.M Identify trusted adults at home and at school who can help with mental and emotional health concerns.
4. 1.12.M Describe the characteristics of a trusted friend and adult.

Description of Key Assessments

**All Formative Assessments are purposeful, as they will be materials used for the Final Summative Implementation Project.*

Formative Assessments

*All Assignments, both formative and summative, are Based on Student's Caregiver-Child Ecological Model (Diagram), resource linked here!

- ☐ Annotations of poems, articles, texts, and videos as they learn of various styles of caregiver-child relationships (Written Assessment), which is all embedded in TAB 4: Instructional and Student-Facing Resources
- ☐ Student-Led Interview of A Parent (Written and Verbal Assessment)
  - ☐ *Students ***must*** choose ***one*** caregiver to analyze for this project
- ☐ Storytelling in a Group Discussion (Verbal Assessment- Speaking and Listening)

STUDENTS SHOULD BE USING THE FOLLOWING MATERIALS TO CREATE THEIR SUMMATIVE IMPLEMENTATION PLAN PROJECT:

- Individual Ecological Model
- Word Bank
- One-Pager of Sentence Frames
- Notetaker
- Opener Packet
  - *Especially the part with the Family Tree on Day 5
- Digital Interview Questions with Caregiver

Summative Assessment

Culminating Plan to Build and Repair Relationship with Caregiver, composed of the following:

- ☐ Simplified Analysis of a Three-generational family tree (Their Chosen Parent + Their Parent's Parents (Student's grandparents) and Themselves and Their Siblings)
  - ☐ Includes names, occupations, parenting styles, and feelings commonly exhibited
- ☐ Written Analysis of the emotions experienced, factors/influences, specific memories

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- [ ] Wishes / Hopes to build and repair the relationship
- [ ] Steps of the plan

Click to view the unit calendar and daily lessons

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Unit Calendar (Click for Daily Lessons)

Day 1: Building Background Knowledge

- *Opener*: Journal of Students' Relationship with their Best Friends versus of Students' Relationships with a Caregiver (Adult figure in their life that they live with)
- **Rules/ Boundaries/ Wishes from Students' Perspective**
    - Students create specific rules, boundaries, and wishes they wish existed within the scope of caregiver-child relationships.
    - Put on a class banner for each respective period

~~ Reflect on Caregiver-Child Relationships~~

Day 2:

- Common Feelings of Caregiver-Child Relationships from Students' Lived Experiences
- Student group discussions lead into class discussion
    - Socratic Seminar style discussion
- Finalize list of **Styles** of Relationships
- Brainstorm **factors** that lead to these styles of relationships

~~ Delve into Specific Caregiver-Child Relationships to Analyze~~

Day 3

- *Introduce Interview Questions for Summative Project
    - Answers completed/due by Day 7 at 11:59pm
- Complete Formative Background worksheet for project
- Write Purpose Statement for Interview

Day 4: "Traditional" Caregiver-Child Relationship (Mom-child, Father-child)

- _____ videos
- 1 text

Day 5: Immigrant Caregiver-Child Relationship

- 1 poem
- 1 TedTalk
- 1 article

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Day 6: NONTRADITIONAL PARENT-CHILD RELATIONSHIPS

Family with multiple parents of same gender; Family with more than two caregivers; adopted parents; foster parents; stepparents

- 3 videos
    - 1 on babysitter as caregiver
    - 1 on same-sex adoptive parents
    - 1 on foster parents

Day 7: NONTRADITIONAL PARENT-CHILD RELATIONSHIPS

Caregiver-Child Relationships With Life Circumstances

+ Adolescents may not have their parent as their primary guardian or caregiver (Caregivers may be grandparents, aunts, uncles)

- 2 videos
- 1 student guest speaker

~~Building and Repairing Relationships~~

Day 8: ANALYZING "OVERLAP" OF CAREGIVER-CHILD RELATIONSHIPS

+ DISCUSSION WITH GROUP AND CLASS

Discussion with Lit Circle on how to build or repair these relationships.

- *Students will be separated in 5 Mini Lit Circles*
- There will be about 6-7 people per circle
- Students will discuss the Most Important Findings from the unit observations, which is the ***5th column*** on their Notetaker, linked here and in the instructional materials.
- After discussing each of the relationship types and successes/challenges of each, they will discuss.
- Groups will come up with, as a group of, 3 key findings for the two topics below:
    - Main Factors that lead to ***SUCCESS of*** relationships
    - Main Factors that lead to ***CHALLENGES in*** relationships
- Then, they will brainstorm a list of ideas on how to build and repair these relationships.
- Then, the whole-class share out. Each group will share their 3 findings for main factors that lead to ***SUCCESS of*** relationships, 3 findings for main factors that lead to ***CHALLENGES in*** relationships, and 4-5 ideas on how to build or repair these relationships!

ADD TO WORD BANKS!

- The students will add the ideas on how to build and repair relationships for that respective section on their Unit Word Bank, linked here and in the instructional materials.

~~Working on the Summative Implementation Project~~

Day 9-10: WORKING ON THE SUMMATIVE IMPLEMENTATION PROJECT!

- Students are working individually.
- Materials for Physical Project are in the classroom, except for Tri-Fold Cardboard.
- Students may/should use Chromebook if doing the Digital Project.

STUDENTS SHOULD BE USING THE FOLLOWING MATERIALS TO CREATE THEIR SUMMATIVE IMPLEMENTATION PLAN PROJECT:

- Individual Ecological Model
- Word Bank
- One-Pager of Sentence Frames
- Notetaker
- Opener Packet
    - *Especially the part with the Family Tree on Day 5
- Digital Interview Questions with Caregiver

~~Share Summative Implementation Project~~

Day 11: STORYTELLING / SHOWCASE OF IMPLEMENTATION PROJECT TO LIT CIRCLE GROUP

- "Storytelling" is a tool for students to have the opportunity to be vulnerable and present something that is significant in their life, to other students, to help impact and influence their perspectives!
- Whichever student, of the group of 6-7, may begin first.
- Student to right of the speaking student times the speaker.
    - Each speaker gets 5 minutes to present
- After speaker is finished, the rest of the group goes around and shares positives/highlights from the students' storytelling of how they are proud of that student
- Other students may ask questions
- Person to the left of the speaker is the new speaker.
    - Old speaker is now the one timing the new speaker.

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***Revisit Implementation Plan At the End of the Next Unit to see if students were able to repair or build their relationship with their chosen caregiver*

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INSTRUCTIONAL & STUDENT FACING RESOURCES

For guidance on the use of these resources, see the lesson plans for each day of the unit:
Days 1-3 | Day 4 | Day 5| Day 6| Day 7| Day 8 | Day 9-10| Day 11

Classroom Environment Resources

1. Post-Its for Students' Discussion
2. Table Labels (for Student Participation)

Resources to be given at beginning of the unit

1. Word Bank for Unit
2. Sentence Frames One-Pager (to be glued into folder)
3. *All WORK DONE IN THIS UNIT WILL BE BASED ON Student's Caregiver-Child Ecological Model (Diagram) Resource
4. Student Notetaker for Different Caregiver-Child Relationships
5. Annotation Guide for the Written Texts
6. *CULMINATING Interview Questions for Caregiver-Child Interview*

Daily Openers
FULL UNIT Opener Response Packet

*FULL UNIT **Opener** Slides with Prompts and Sentence Frames*

Daily Activities
DAY 2 Give-One, Get-One Response Worksheet (Frontloading for Socratic Seminar Questions)
DAY 2 Socratic Seminar Slides: Directions and Questions
DAY 3 Students' Ecological Model Diagram for their chosen Caregiver-Child Relationship
DAY 4-8 Student Notetaker, for Different Caregiver-Child Relationships

Daily Texts
Day-by-Day Caregiver-Child Relationships Media (Videos, Texts, Guest Speaker)
- all in one Google Slides

DAY 5 Text 1- "children of immigrants"
DAY 5 Text 2- "Children of Immigrants" and "Hijos de Immigrantes" English/Spanish Translation
DAY 5 Text 3- "What It's Like to the child of immigrants" TedTalk

Formative Assessments (culminating towards Final Summative Assessment)
**These are all repeat links of documents above. However, they are linked here, for the purpose of*

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visualizing which documents students should physically have out while working on their Summative Implementation Project.

- Individual Ecological Model (also in another section above)
- Word Bank (also in another section above)
- One-Pager of Sentence Frames (also in another section above)
- Notetaker (also in another section above)
- Opener Packet (also in another section above)
    - *Especially the part with the Family Tree on Day 5
- Digital Interview Questions with Caregiver *(also in another section above)*

Summative Assessment: Summative Implementation Plan of Chosen Relationship with Caregiver

- Directions for Summative Project
- Materials needed are dependent on if the student wishes to do the physical, digital, or creative project option.
    - Students are working individually.
    - Materials for Physical Project are in the classroom, except for Tri-Fold Cardboard.
    - Students may/should use Chromebook if doing the Digital Project.

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INTRO DAYS: DAY 1 , 2, and 3

~~ Introduce Unit + Focus on Openers and Discussions~~

Day 1
Reflect on a caregiver-child relationships in their lives.
Create a class banner of Appreciation/Wishes/Hopes for Caregiver-Child Relationships.

Opener(s)

- *Students will use the Opener Sheet, linked here.*
- ***Think-Write-Pair-Share - First Opener Prompt:*** Slides for Opener linked here.
- Students will answer the following opener prompt on Slide 1, with the sentence frames from Slide 2, linked here. Students will then share in groups. Students will stand to share at each table, based on the table labels, linked here.
- *There will be post-it notes on the table. Students can grab a post-it, and write any partner responses that they like and want to remember.
- Write the ***Second Opener Prompt***: Students will answer the following opener prompt on Slide 3, with the sentence frames from Slide 4, linked here. Students will stand to share at each table, based on the table labels, again.
- Write the ***Third Opener Prompt***: Students will answer the following opener prompt on Slide 5, with the sentence frames from Slide 6, linked here. Students will stand to share at each table, based on the table labels, again.
- After Think-Pair-Share for Prompt #3, one person at each table will share the general findings of their table with the whole class.
- From these general findings, the class may come to a general consensus of how they feel about caregiver-child relationships in their lives.

Body
From these feelings and opinions, students will create a list on a class banner below!

- **Appreciations/Wishes/Hopes from Students' Perspective**
    - *Students create specific rules, boundaries, and hopes they wish existed within the scope of caregiver-child relationships.*
    - *For example, students may voice hopes/wishes of the relationship: "I wish let me have more of a voice in choosing my curfew," "I wish my parents allowed me to choose who I invite over to hang out at the house," etc.*
    - *Students may also voice comments of appreciation for their caregivers: "I appreciate how my caregiver allows me to have a say and dialogue in choosing my curfew," "I understand that my caregiver wants to protect me from negative influences, but I am happy that they allow me to join extracurriculars to find positive influences, such as cheer, church ministry, and track," etc.*
    - *Write on a large class banner (one for each class period) for us to make edits on, as the unit goes along.*

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Closer

- *Students will select one appreciation/wish/hope of a peer's that stuck with them.*

~~ Reflect on Caregiver-Child Relationships~~

Day 2
Think-Write-Pair-Shares and Socratic Seminar

Opener

- Give-One, Get-One Caregiver-Child Analysis Worksheet for this activity is linked here.
- *Request for students to have out their Opener Packet, so they can refer back to answers from the previous day.
- ***Give-One, Get-One - Opener:*** The Give-One, Get-One Strategy involves students having individual time to reflect, write and answer one question (at a time), then walk around the classroom to find one partner to share with. Students will "give-one" with their own individual answer, and students will "get-one" by receiving an answer from their partner. When their partner is speaking (and they are listening), students will write bullet points of their partner's response. (There is a specific column for this on the worksheet linked below).
- After returning back to their seat, students will write wonderings or thoughts that came to their mind or even write about if their initial answer has been modified or changed, as a result of their partner. (There is a specific column for this on the worksheet linked below, as well).
- Students will have a variety of opinions influencing their own, prior to the Socratic Seminar.
- ***Take 1-3 minutes for students to move desks out of the way and arrange all chairs in one, big circle in the middle of the classroom for a Socratic Seminar.**

Frontload: Teacher frontloads directions of a Socratic Seminar, linked here (with questions).

- **In the Socratic Seminar, students will answer the following questions on their brainstorm worksheet that they already answered individually and discussed in pairs, so they feel more comfortable to share.**
- A powerpoint to follow along with the questions is linked here. Powerpoint includes formative grading protocol. Teacher will facilitate. Teacher will be typing comments and grades in Aeries (or other grading tool), as students speak.

The Socratic Seminar will discuss:

  - *Common Feelings of Caregiver-Child Relationships from Students' Lived Experiences*
  - *Styles of Caregiver-Child Relationships that students believe exist*
  - *Factors that affect Caregiver-Child Relationships*

From the Socratic Seminar, the class will finalize…

- *List of Styles of Relationships*
- *List of Factors that affect Caregiver-Child Relationships*

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***Closer**: Pre-made Word Banks, linked here, will be passed out nearing the end of class. This includes a general list of styles and factors. Students may add onto the word banks, as the closer.*

~~ Introduce Summative Implementation Plan Project + Students choose Specific Caregiver-Child Relationship of theirs to FOCUS on for entirety on unit ~~

Day 3

Opener

- Ask students to complete a Rose, Bud, and Thorn Activity on Slide 7 from the Openers Slides, linked here.

Body

Introduce Summative Project

- *Introduce Summative Project Assignment (Completed Interview Questions and Implementation Plan)
- Interview Questions are linked here.

Complete Formative Background for Project

- Students use resources to complete their Ecological Model, linked here, for their Specific Chosen Caregiver-Child Relationship
- 5-8 minutes: Students' Whip Around + Showcase of the relationship they chose
- Students research and brainstorm in groups of specific dialogue for the purpose statement they will read to their caregiver, at the beginning of interview
- Share out whole-class of specific dialogue
- Work on individual purpose statement

Closer

- Have some time to look for a picture of them and their chosen caregiver, or make specific arrangements, to find one due soon (Text family members, put into schedule to take pictures, etc.)

Homework

- ***Students' purpose statement on digital document is due by 11:59pm***

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CONTENT: DAY 4: TRADITIONAL CAREGIVER-CHILD RELATIONSHIPS; THE DEFAULTED "NORM" OF A PARENT-CHILD RELATIONSHIP

Opener

- *Students will complete the opener in* ***Think-Write-Pair-Share.***
- Answer the Opener Prompt, using the Opener Packet, with the Opener Slides, on Slide 8.

Body

Learning of the specific caregiver-child relationship style for the day: Traditional Caregiver-Child Relationships

This traditionally is a parent-child relationship, typically with a parent who identifies as a "mom" and a parent who identifies as a "dad."

- *Introduce Summative Project Assignment (Completed Interview Questions and Implementation Plan)
- Interview Questions are linked here.

Learning of the specific caregiver-child relationship style for the day:

- Complete the Media/Text, linked in the Caregiver-Child Relationships Media, linked here for Day 4.
- Take notes on the following columns, in the Student Notetaker, linked here, in the 1st column (1st Caregiver-Child Relationship Category).

Closer

- Whip around of one word that stuck with them for the day.

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CONTENT: DAY 5: IMMIGRANT CAREGIVER-CHILD RELATIONSHIPS

Day 5

Opener

- *Students will complete the opener in* ***Think-Write-Pair-Share.***
- Answer the Opener Prompt, using the Opener Packet, with the Opener Slides, on Slides 9-11.

Body

Learning of the specific caregiver-child relationship style for the day: Immigrant Caregiver-Child Relationships

- Complete the Media/Text, linked in the Caregiver-Child Relationships Media, linked here for Day 5.
- Take notes on the following columns, in the Student Notetaker, linked here, in the 2nd column (2nd Caregiver-Child Relationship Category).

Materials Here:

- *Annotation Guide for Written Texts, linked here*
- *The texts we will be reading are the following:*
    - "the children of immigrants" by Lenelle Moise, linked here
        - Haitian perspective
    - "Children of Immigrants" and "Hijos de Immigrantes" by Erik Manuel Soto linked here
        - Chicanx/Latinx Perspective
    - "What it's like to be the child of immigrants" by Michael Rain linked here
        - *Students will take notes on their notetaker. ***No annotations required for the video.***
        - Ghanaian perspective/African descent

Closer

- Write one question they have about immigrant caregiver-child relationships.

Homework

- *Ask your family for any information necessary to complete your family tree, in your opener packet.*

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CONTENT: DAY 6: NONTRADITIONAL CAREGIVER-CHILD RELATIONSHIPS

Family with multiple parents of same gender; Family with more than two caregivers; adopted parents; foster parents; stepparents

Day 6

Opener

- *Students will complete the opener in a* ***Think-Write-Pair-Share.***
- Answer the Opener Prompt, using the Opener Packet, with the Opener Slides, on Slide 12.

Body

Learning of the specific caregiver-child relationship style for the day: Nontraditional Caregiver-Child Relationships

- Complete the Media/Text, linked in the Caregiver-Child Relationships Media, linked here for Day 6.
- Take notes on the following columns, in the Student Notetaker, linked here, in the 3rd column (3rd Caregiver-Child Relationship Category).

Closer

- Write one new thing they learned today about nontraditional caregiver-child relationships. It can be a new perspective they learned about, a new concept that was brought to their attention, etc.

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CONTENT: DAY 7: NONTRADITIONAL PARENT-CHILD RELATIONSHIPS

Caregiver-Child Relationships With Life Circumstances

+ Adolescents may not have their parent as their primary guardian or caregiver (Caregivers may be grandparents, aunts, uncles)

Day 7

Opener

- Students will complete a **Think-Write-Pair-Share.**
- Answer the Opener Prompt, using the Opener Packet, with the Opener Slides, on Slide 13-14.

Body

Learning of the specific caregiver-child relationship style for the day: Caregiver-Child Relationships with Life Circumstances

- Complete the Media/Text, linked in the Caregiver-Child Relationships Media, linked here for Day 7.
- Take notes on the following columns, in the Student Notetaker, linked here, in the 4th row (3rd Caregiver-Child Relationship Category).
- In their table groups, share a moment throughout the lesson that made them pause, reflect, and think.

Closer

- To end, the teacher will introduce the **OPTIONS** for the **Summative Implementation Project** that students have been working on throughout the unit. All of the materials have been built up to this project where students will be analyzing one caregiver-child relationship in their life that they would like to build or repair.
- Directions are linked here.
- Students should start thinking about any materials they need.
    - Students are working individually.
    - Materials for Physical Project are in the classroom, except for Tri-Fold Cardboard.
    - Students may/should use Chromebook if doing the Digital Project.

Homework

- ***Completion of Interview questions with caregiver due by 11:59pm.***

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DISCUSS: DAY 8:
ANALYZING "OVERLAP" OF CAREGIVER-CHILD RELATIONSHIPS
+ DISCUSSION WITH GROUP AND CLASS OF HOW TO BUILD OR REPAIR THESE RELATIONSHIPS

Day 8

Opener

- Students will complete a **Think-Write-Pair-Share.**
- Answer the Opener Prompt, using the Opener Packet, with the Opener Slides, on Slide 15.

Body

Discussion with Lit Circle on how to build or repair these relationships.

- *Students will be separated in 5 Mini Lit Circles*
- There will be about 6-7 people per circle
- Students will discuss the Most Important Findings from the unit observations, which is the ***5th column*** on their Notetaker, linked here and in the instructional materials.
- After discussing each of the relationship types and successes/challenges of each, they will discuss.
- Groups will come up with, as a group of, 3 key findings for the two topics below:
    - Main Factors that lead to ***SUCCESS of*** relationships
    - Main Factors that lead to ***CHALLENGES in*** relationships
- Then, they will brainstorm a list of ideas on how to build and repair these relationships.
- Then, the whole-class share out. Each group will share their 3 findings for main factors that lead to ***SUCCESS of*** relationships, 3 findings for main factors that lead to ***CHALLENGES in*** relationships, and 4-5 ideas on how to build or repair these relationships!

ADD TO WORD BANKS!

- The students will add the ideas on how to build and repair relationships for that respective section on their Unit Word Bank, linked here and in the instructional materials.

Closer

- The class will look back to their **Appreciations/Wishes/Hopes from Students' Perspective** Poster they built, as a class period, on Day 1 of the unit.
- They will **EDIT THEM IN RED INK** to make them more reasonable for both roles (the caregiver and the child), now that they have gained knowledge on what factors help relationships to be successful and what factors create challenges in relationships.
- Afterwards, the class, as a whole, may add new expectations.

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CONTENT: DAY 9 -10: INDIVIDUAL WORK TIME

Day 9: Student Work Time for Implementation Plan with their Chosen Caregiver-Child Relationship

Opener

- Answer the Opener Prompt, using the Opener Packet, with the Opener Slides, on **Slide 16**, linked here.

Body

WORKING ON THE SUMMATIVE IMPLEMENTATION PROJECT!

- Directions for the Summative Implementation Project can be found here, if students were absent on Day 7, when the project was formally introduced with the directions.
- Students are working individually.
- Materials for Physical Project are in the classroom, except for Tri-Fold Cardboard.
- Students may/should use Chromebook if doing the Digital Project.

STUDENTS SHOULD BE USING THE FOLLOWING MATERIALS TO CREATE THEIR SUMMATIVE IMPLEMENTATION PLAN PROJECT:

- Individual Ecological Model
- Word Bank
- One-Pager of Sentence Frames
- Notetaker
- Opener Packet
    - *Especially the part with the Family Tree on Day 5
- Digital Interview Questions with Caregiver

Closer

- None.

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CONTENT: SHARING OF FINDINGS AND PROJECT

Day 11

Opener

- 5 minutes prep time to run through presentation of project individually one more time.

~~Share Summative Implementation Project~~

Body

Day 11: STORYTELLING / SHOWCASE OF IMPLEMENTATION PROJECT TO LIT CIRCLE GROUP

- "Storytelling" is a tool for students to have the opportunity to be vulnerable and present something that is significant in their life, to other students, to help impact and influence their perspectives!
- Whichever student, of the group of 6-7, may begin first.
- Student to right of the speaking student times the speaker.
    - Each speaker gets 5 minutes to present
- After speaker is finished, the rest of the group goes around and shares positives/highlights from the students' storytelling of how they are proud of that student
- Other students may ask questions
- Person to the left of the speaker is the new speaker.
    - Old speaker is now the one timing the new speaker.

Closer

Answer the last box in the Opener Packet. It asks the following questions:

1) **How did you feel about this unit?**
2) **What emotions did you initially have when the unit was introduced? Were you nervous, scared, excited?**
3) **How did your feelings change throughout learning of different types of caregiver-child relationships?**
4) **How have the relationships around you benefited from this unit?**
5) **How can you take this knowledge into your relationships, especially caregiver-child relationships, in the future?**

Students will write about and share the impact that the project had on their life and how the student views relationships, especially caregiver-child relationships, now.

Homework

- ☐ At the given right moment in time, students should **share their Implementation Plan** on how to repair and build that relationship with their chosen caregiver-child relationship **to that caregiver!**
    - ☐ For example, if a student completed the project on their caregiver-child relationship with their mom, they should hopefully share the details of the project with their mom, especially after the brainstorming of the ways to repair or build that relationship ***with their mom, at the right time for their relationship.***

Building and Repairing Caregiver-Child Relationships

Kiana Sanchez, English Language Arts and Health Sciences Teacher

***Revisit Implementation Plan At the End of the Next Unit to see if students were able to repair or build their relationship with their chosen caregiver*