

Lead Student Lesson Plan

L12: Family Relationships

Objectives

By the end of the gathering, students will be able to:

- Identify principles and practices that will strengthen family relations.
- Choose skills that will strengthen their particular family situation.
- Set a goal(s) to strengthen family relationship(s).

Note to lead student: It is easy for most of us to discuss family experiences and observations. After all, we all have family experiences of some sort—good, bad, or indifferent—so we all have some level of expertise. But, as Brother Tom Raine, of the BYU–Idaho Department of Home & Family, once noted, information about families is like low-lying fruit; the best information sometimes gets overlooked because so much information and so many opinions are available. At the same time, we can become easily discouraged as we see how our own family experiences fall short of what we see that they could be.

This lesson will be most effective as you seek to help your fellow students reach upward, seeking and finding the best principles and practices, then seeking and following inspiration as to how to apply them in our own families and preparation for families.

Student Preparation

Students were asked to prepare for gathering by completing specific activities and/or pondering certain questions. Please refer to the gathering instructions in this week's unit or lesson in the course.

Lesson Outline

OPENING	
Announcements, Hymn, and Prayer (10 minutes)	Announcements Opening Hymn: #292, "O My Father," Verse 3 Opening Prayer: By Invitation
Opening Devotional (5 minutes)	Lead Student to the Whole Class Choose one verse of scripture that has meaning to you or you may choose a verse from the Scripture Study assignment in this week's lesson that you

	<p>liked. Read it out loud to your classmates. Then, tell them why you chose that verse of scripture.</p>
GROUP ACTIVITIES	
<p>Opening activity</p> <p>(20 minutes)</p>	<p>Whole Class</p> <p>Ask classmates to get paper and pencils ready to write quickly for six minutes. Their “speed writing” assignment is to come up with as many responses as possible to the following questions:</p> <ul style="list-style-type: none"> ▪ Why does God place us in families? ▪ What purposes are accomplished by being married, parenting, and being parented? <p>Small Groups</p> <p>Divide the students into small groups (3–5) and ask them to discuss their best or most thought-provoking answers for five minutes.</p> <p>Whole Class</p> <p>Ask the students, “What did you discover as you were discussing this topic?” Responses you may wish to note on the board could include the following:</p> <ul style="list-style-type: none"> ▪ To better understand God. ▪ To understand and prepare for potential eternal roles. ▪ To provide loving environments for His children to grow and flourish. ▪ It is the most economical and effective way of rearing children into capable adults. ▪ It is consistent with both our physical and spiritual natures to create families and to invite children into the world.
<p>Family Proclamation</p> <p>(30 minutes)</p> <p>ADVANCED PREPARATION NEEDED</p>	<p>ADVANCED PREPARATION: Students should bring a copy of “The Family: A Proclamation to the World” with them to class. Bring a few extra copies, just in case a student or two forgets.</p> <p>Small Groups</p> <p>Divide the students into small groups (3–4). Ask students to pull out their copy of “The Family: A Proclamation to the World.”</p> <p>Guessing the meaning from context: Within each group, students will work together to guess the meaning of words they do not know in “The Family: A Proclamation to the World.” Students already learned many words during the Reading and Writing Practice, but this will give further practice and help as the language in the Proclamation is difficult. Read “The Family: A Proclamation to the World” together, but pause each time someone does not understand a word. Read the sentence that includes that word</p>

	<p>again. As a group, discuss what you think the word means in that sentence. If you are not sure, you can look at the definition in the table on the Reading and Writing Practice page if it is listed and compare that definition with how it is used in the sentence. If it is not listed, you can look it up in a dictionary online such as www.learnersdictionary.com. If you still do not understand it, do not worry, because you may understand it when you discuss the whole article more.</p> <p>Lead Student to the Groups</p> <p>Tell the students that families accomplish a great number of very important purposes. Students will look for the answers to the following question in the Proclamation: What type or pattern of family has the Lord endorsed to best meet the needs of His children? In the same small groups, students will discuss and write down as many purposes as they can find in about five minutes.</p> <p>Whole Class</p> <p>Then, each group will share one or two that they listed with the entire group. When each idea is shared, ask the groups to also explain why or how each of these items makes a difference in accomplishing the purposes of family. Allow several minutes for additional comments and discussion from the rest of the students. Write their answers on the board. Answers could include:</p> <ul style="list-style-type: none"> • Children born to wedded parents. • Husband and wife love and care for each other. • Equal partnership between spouses.
<p>SMART goals</p> <p>(25 minutes)</p>	<p>Small Groups</p> <p>Explain that there are many challenges that face families today. Many people have not enjoyed the benefits of growing up with this pattern of families in their homes. Creating and maintaining such a family structure is difficult and takes concerted effort. Other challenges to the family include how families are portrayed in media, current cultural trends, and even politics. Yet, the Lord has repeatedly promised us His help. One example is found in 1 Nephi 3:7.</p> <p>“And it came to pass that I, Nephi, said unto my father: I will go and do the things which the Lord hath commanded, for I know that the Lord giveth no commandments unto the children of men, save he shall prepare a way for them that they may accomplish the thing which he commandeth them.”</p> <p>The Lord will help us as we diligently strive to improve our family relationships. Each of us sees ways in which we can and want to improve</p>

	<p>our own family structure or the ways in which we work with family members. By setting clear goals to improve our own contributions to our family relationships, or preparation to create a family, we demonstrate faith in the directions our Heavenly Father has given us. Acting in faith also helps to assure divine intervention or assistance in bringing those changes about.</p> <p>All students were asked to set a SMART goal in preparation for tonight's gathering (see Lesson 12 > Gathering > Gathering Preparation). Divide students into groups of about four to five students and ask them to share their SMART goal with their group.</p> <p>As goals are shared, students should offer support, along with any suggestions or feedback to strengthen the SMART goal format (Specific, Measurable, Attainable, Relevant, and Time-Bound) of each goal. The emphasis for this activity is for each class member to make one important improvement to a family relationship, with concrete action plans for accomplishing that improvement.</p> <p>Remind students not to discuss a situation that is overly personal, or that they imagine a family member might not want shared.</p>
CLOSING	
Conclusion (2 minutes)	Lead Student to the Whole Class Encourage students to prayerfully follow through with their plans, or make necessary adjustments as directed by the Lord. Bear your testimony regarding the concepts and truths presented at the gathering such as the divine pattern of family, or a personal experience you have had as you prayerfully worked to bring about changes in your family.
Prayer (2 minutes)	Closing Prayer: By Invitation

Note

Please download and print a copy of these instructions to use as a reference during Thursday's Pathway gathering.