

# Chapter 29: Strengthening Families

## Family Fitness



Imagine that a man is walking to a store on a warm morning. It's not far and the exercise feels good to him. Winding through the large supermarket, he starts feeling tired. After the walk home, he's exhausted from the heat and carrying the heavy groceries. He realizes that if he were in better shape, the trip might have been fun. Instead, it turned out to be an ordeal.

Families are kind of like the man and his trip to the store. Strong families are able to carry out daily tasks when they are "fit" enough to meet the challenges. Otherwise, a challenge, especially a serious one, can be threatening.

## What are families for?

- ♥ Creating a home: a safe shelter to live
- ♥ Child-rearing: all parenting duties such as meeting physical needs, educating the child, providing guidance, and teaching skills for socialization
- ♥ Meeting economic needs: when one or more people in the family have jobs, it makes things easier
- ♥ Providing emotional support: families show love, trust, acceptance, comfort, and encouragement
- ♥ Transmitting culture: The family is the earliest setting for passing on a culture's values, customs, religious beliefs, and other traditions. This is how a society, as well as a family, preserves those things they find important

## What makes families strong?

**People talk about the value of “strong families,” but what does this phrase mean? In what ways are families strong?**

Answer these questions in a Think-Pair-Share activity

## What makes families strong? (Answers)

### Expressing Love and Acceptance

- Love is unconditional, but don't be afraid to show it
- Let children know they are loved unconditionally by saying things such as "I love you," or "I love having you around."
- Through actions - a hug, a smile, etc.

### Spending Time Together

- The basic building block to any strong relationship
- MAKE time for children even if you're busy
- Get to know your children and they will get to know you

## What makes families strong? (Answers)

### Showing Respect

- Parents teach respect by showing it
- Parents model self-respect by caring for their own healthy and by acting on their values

### Building Trust

- Children learn to trust when parents take good care of them and keep promises

### Establishing Traditions

- Traditions help strengthen families
- They are "points of reference" or experiences all family members share and look forward to repeating

# What makes families strong? (Answers)

## Communicating

- When parents are good communicators their children will be too
- Sharing opinions and feelings is important

## Settling Conflicts

- One goal of parents should be that family members continue to love and respect each other despite their disagreements
- Talking it over, perhaps after a cooling-off period, is important.
- Talking it over includes knowing how to stay calm, focused, and recognizing all valid points
- Reaching a consensus through negotiation, compromising, and accommodating
- Not all conflicts can be solved by consensus. Some conflicts must be resolved by parents, while others can be resolved by the whole family.

# The Problem-Solving Process

When building a treehouse, extra hands make the job easier. Similarly, families that work together, solve problems more effectively. Using the six-step problem-solving process can guide a family to success.



# The Problem-Solving Process

## 1 Identify the Problem

Some family members may not see that a problem exists or may have different opinions about the problem. As leaders, parents make sure everyone understands and agrees on the starting point.

## 2 Gather and Analyze Information

Once a problem is identified, the family needs information. When and why did the problem start? What should the solution accomplish? Reviewing information may suggest what to do

# The Problem-Solving Process

## 3 Compare Possible Solutions

Next, the family writes and evaluates possible solutions, using values as a guide. What are the pros and cons of each? What are the consequences? What resources can be used?

## 4 Choose the Best Solution

At this point, the family selects the best option. The solution needs to be manageable for each family member.

## The Problem-Solving Process

**5 Create a Plan of Action**  
Still working together, the family decides what needs to be done by each Person and when. An imaginative approach helps identify resources.

**6 Evaluate the Results**  
Periodically, the family checks to see if the solution is working as expected. If not, they make corrections. The skills and knowledge they can gain help them solve future family problems - as well as personal ones

## Your Assignment: You Solve It

When the Butlers married, Adam moved in with Leanne and her children, Heidi and Blake. Two years later, Adam's 11-year old daughter, Ashley, came to live with them after her mother died. Gradually, Ashley became outspoken, showing contempt for the children and Leanne. Heidi, age six, resented having to share her room, and Blake, age 12, didn't like the way Ashley intruded in their lives. Adam felt sorry for Ashley. Leanne tried to keep the peace, but was hurt by the changes in their family and Ashley's hostility.

**Take the Butler family through the problem-solving process in search of a solution.**

## Your Assignment: You Solve It

Create a powerpoint presentation or poster board that identifies the 6 steps for problem-solving, and take the Butler family through the steps. You will present this powerpoint/poster to the class on **Tuesday January 16th, 2018.**

Make sure you use the information within this slideshow to guide you. Review the following slides:

- Family Fitness
- What are families for?
- What makes families strong?
- The Problem-solving process

## Your Assignment: You Solve It

### **Expectations:**

- You must put the Butler family through all 6 steps. For step #6, you will not be able to “check in on the solution” as it’s hypothetical, but you should create a plan for the family to check in with each other.
- Your presentation must be 10 minutes in total (not shorter, not longer)
- You must re-word any information/ideas that are not your own

## You Solve It - Rubric

Categories	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
<b>K/U</b> Of the 6 Steps	Demonstrates limited knowledge & understanding of content	Demonstrates some knowledge & understanding of content	Demonstrates considerable knowledge & understanding of content	Demonstrates thorough knowledge & understanding of content
<b>Thinking</b> - critical thinking & analysis	Uses critical/creating thinking skills with a limited degree of effectiveness	Uses critical/creating thinking skills with some effectiveness	Uses critical/creating thinking skills with considerable effectiveness	Uses critical/creating thinking skills with a high degree of effectiveness

## You Solve It - Rubric

Categories	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
<b>Communication</b> Organization and presentation skills (voice, tone, gestures, etc.)	Organizes and expresses information with limited effectiveness	Organizes and expresses information with some effectiveness	Organizes and expresses information with considerable effectiveness	Organizes and expresses information with a high degree of effectiveness
<b>Application</b> Connection of ideas from the lesson to your own presentation	Transfers knowledge and skills to new contexts with a limited degree of effectiveness	Transfers knowledge and skills to new contexts with some effectiveness	Transfers knowledge and skills to new contexts with considerable effectiveness	Transfers knowledge and skills to new contexts with a high degree of effectiveness