

Lesson 3.15: Roles and Responsibilities at Home

Unit: Unit 3, Growing Up, Getting Along (Human Development and Relationships) **Topic:** 3.4 Families and Caring for Others **Grade:** 6 to 8 (written at grade 7; see Differentiation for the grade 6 support and grade 8 stretch) **Days:** 1 class period of 40 minutes (the first five minutes may be used for Communication Performance Task retakes; see Lesson 3.13) **Room:** Either (classroom or FACS lab)

Standards

- NYS module line: NYS HDR 5. Family Role in Society d) Examine the role of the family in teaching cultural traditions and understanding of cultural diversity
- NYS module line: NYS HDR 5. Family Role in Society e) Discuss ways family influence can nurture or impede the development of an adolescent's self-concept, personality, and emerging independence
- CTE theme line: CTE CIR 4. Relationships c) Examine processes for building and maintaining relationships
- CTE theme line: CTE CCO 1. The Work World c) Compare the similarities and differences among home, school, community, and work environments
- NYS FACS Learning Standard 2 (Intermediate), Key Idea: Students will know the basic principles of home and community safety. They can demonstrate the skills necessary to maintain their homes and workplaces in a safe and comfortable condition. They can provide a safe and nurturing environment for themselves and others.; Performance Indicator: Students know the basics of managing a safe and healthy home.
- CDOS Standard 3a Universal Foundation Skills: Managing Resources
- National FCS 3.0: 6.1.4 Examine how families pass on culture and traditions across a lifetime.
- National FCS 3.0: 6.1.5 Examine how families build independence, interdependence, and commitment in their members.

The task brief suggested CTE FCL 4. b) (Distinguish between needs, wants, values, and goals and tell how each impacts spending and savings decisions) for resource sharing. It does not fit a chores lesson, so CTE CCO 1. c) is cited instead: chores are the home version of work, and the lesson compares them to jobs at school and at work.

Enduring understanding and essential question

Big idea: A home runs on work that somebody does. When everyone in a family does a share, the home runs better and each person learns to run their own life. Families also pass down traditions, and those traditions are part of who you are. **Essential question:** Is a chore a punishment, a payment, or a contribution?

Objectives

By the end of this lesson, students will be able to:

1. (Low) Given a list of the work a home needs (meals, dishes, laundry, cleaning, trash, pets, younger siblings, errands, repairs, bills), list at least eight jobs and identify which ones a 12 to 14 year old can do alone.
2. (Mid) Given a fictional family card with ages and schedules, build a fair-share chart that assigns every job to someone, balances the load by ability and time, and explains one assignment that is not equal but is fair.
3. (High) Given the fair-share chart and one family tradition, evaluate how doing a share at home builds independence, and judge whether a tradition is something to keep, change, or pass on, with a reason.

Vocabulary

Tier 2 (general academic): contribute, fair, equal, tradition Tier 3 (FACS): role, responsibility, chore, fair share, independence, culture. See the unit vocabulary list (Vocabulary 03.md) for Turkish, Portuguese, and Spanish.

Materials and setup

- Handout, one per student: Handout 03.15 - Fair Share Chart and Tradition Card.md (the home jobs list, three fictional family cards, the fair-share chart, and the tradition card)
- Slides: Slides 03.15 - Roles and Responsibilities at Home
- Timer for retakes if any are running (first five minutes; see Lesson 3.13)
- Setup notes: groups of three or four. Decide which family card each group gets; two groups can share a card. If performance task retakes are running, they happen at the side table during the do now, one at a time. No allergy check needed.

Pre-assessment

Lesson 3.14's exit cards show whether students hold the "four jobs every family does" idea (care, teach, provide, belong). Today builds on "provide" and "teach." The do now count of jobs students can name is the first read.

Do now and hook (Time: 5 min)

On the board: "List every job it takes to run a home for a week. Not who does it, just the jobs. Go for ten."

Debrief: build a class list on the board from students' lists, adding any they missed (bills, repairs, appointments, the mental list of what is running out). Count them. Then the hook: "That is somewhere around twenty jobs. In two minutes, each of you is going to be in charge of assigning all of them to a family, and it has to be fair. Not equal. Fair. You will find out the difference."

Procedure

Step	Teacher will	Students will	Time
1. Direct instruction:	Show the class list	Sort their do now	7 min

who does what and why	sorted into three groups: daily (meals, dishes, trash, pets), weekly (laundry, cleaning, shopping, errands), and background (bills, repairs, appointments, the running list). Ask which ones a 12 to 14 year old can do alone (most of daily and weekly) and which need an adult (bills, most repairs, driving). Then the frame: chores are contributions, not punishments. Compare to work (CCO 1. c)): at school you have a job (learn, be on time, do your part in a group); at work you get paid for a job; at home the job is shared and the pay is that the home works and you learn to run one. Say the independence line (HDR 5. e)): every job you can do at 13 is one you will not have to learn at 19 in a hurry.	list into daily, weekly, background. Star the ones they could do alone.	
2. Learning activity: the fair-share chart	Groups get a family card (a fictional family with ages, jobs or school, and one constraint: a parent who works nights, a toddler, a	Assign, balance, write the “why” lines. Read one aloud.	13 min

	grandparent who cannot lift). Rules: every job on the list gets a name; nobody under 6 gets a job that is not “help” or “put toys away”; nobody gets more than their time allows (the card gives hours available); the chart has a “why” column for any assignment that is not equal. Circulate with the clipboard (see Check for understanding). At ten minutes, each group reads one “not equal but fair” line aloud.		
3. Direct instruction: culture and family traditions	Shift to the “teach” job (HDR 5. d)). Show that families teach culture without a lesson plan: the food on the table, the language spoken at home, what happens on a holiday, how you greet an elder, what the family does on a Sunday. Give three fictional examples from different places (a family that eats a big meal on Sunday with cousins; a family where the youngest lights a candle on a holiday; a family	Listen. Write one tradition from a show, a book, or a fictional family on the handout as an example.	6 min

	that calls a grandparent in another country every Saturday). Say plainly: a tradition is a job too, and it is one of the ways a family does “belong.” Then the diversity line: the family next door has different traditions, and both sets are right.		
4. Share and choice: the tradition card	Introduce the tradition card: “a family tradition I would share.” It is by choice. A student may write a tradition from their own family, from a family they have seen, or one they would like to start. Nobody reads it aloud unless they want to. Cards go on the unit wall (name optional). Take two volunteers who want to read theirs. Close with: keep, change, or pass on? Every tradition gets one of those three from the person who inherits it.	Write the card. Decide keep, change, or pass on, and why, on the back. Post it or hand it in.	5 min

Questions to ask

Monitor understanding:

- What is the difference between equal and fair on a chores chart? Give an example from your family card.

- Which job on the list could a 13 year old do that a 6 year old could not? Which could both do?
- How does a family teach culture without meaning to?

Deepen learning:

- If nobody assigned the “background” jobs, who ends up doing them? Why do they get forgotten?
- Does doing chores make you more independent or less? Argue both sides, then pick one.
- A tradition you inherit does not fit your life anymore. Is changing it disrespectful? Who decides?

Check for understanding

Clipboard checklist during Step 2, one line per group: “every job has a name,” “the toddler and the grandparent got jobs that fit the card,” “at least one ‘why’ line explains a fair-but-not-equal choice with a reason from the card (hours, age, ability).” A group that gives the night-shift parent the morning jobs gets the question “when does this person sleep?”

Closure (Time: 4 min)

3-2-1 exit card on the bottom of the handout: 3 home jobs you could do alone this week, 2 words that mean different things (fair, equal) with one sentence each, 1 tradition (from any family, real or fictional) and whether you would keep, change, or pass it on. Three students read their “2.” Sort into “got it” and “needs more.”

Differentiation and supports

- ELL: the home jobs list has an icon for every job; the family cards use pictures for ages and a clock for hours; the words fair, equal, chore, tradition, and culture are listed in Turkish, Portuguese, and Spanish on the handout (marked [check with a native speaker]); the tradition card may be written in any language; sentence starter for the “why” column: “__ does this because __.”
- IEP and 504 (general): the fair-share chart is a group product with one writer; the jobs list is printed, not recalled; a student may fill the chart by drawing lines from jobs to names instead of writing; the tradition card is optional and can be a drawing; extended time.
- Grade 6 support: family card A (a family of four with no constraint beyond a parent who works days); the chart has ten jobs, not twenty; the tradition card is a drawing with a caption.
- Grade 8 stretch: family card C (a single parent who works nights, a toddler, a grandparent who cannot lift, a 14 year old with practice four days a week); grade 8 groups also write what the 14 year old should not be asked to do and why, and one sentence on what changes on the chart if the parent’s hours change (a transition from Lesson 3.14).

- UDL checkpoint used: multiple means of engagement (the tradition card is by choice, in any language, from any family, real or not) and multiple means of action and expression (write, draw, or draw lines on the chart).
- No-kitchen or no-machine alternative: none needed.

Assessment

Objective	Standards met	Learning task	Assessment (formative or summative; tool)
1. List the home jobs and identify which a 12 to 14 year old can do alone	HDR 5. e); CCO 1. c); Std 2 PI B	Do now, Step 1 sort	Formative; sorted list checked during Step 1
2. Build a fair-share chart with a “why” for a fair-not-equal choice	HDR 5. e); CIR 4. c); CDOS 3a Managing Resources; National FCS 6.1.5	Step 2	Formative; clipboard checklist; chart collected for daily work
3. Evaluate independence and judge a tradition (keep, change, pass on)	HDR 5. d); National FCS 6.1.4; Std 2 KI	Steps 3 and 4, exit card	Formative; tradition card back and exit card “1”

Objectives 1 and 2 are assessed summatively on the Unit 3 Test (a fair-versus-equal item). Objective 3 shows up in the Family Showcase in Lesson 3.18 Day 3, where the tradition cards are displayed with the kits.

Homework

None. Optional: do one job from your “3” line this week without being asked. Be ready to say which one, not what anybody said about it.

Connections

Inside the building: the social studies teacher, for the culture and traditions piece; ask whether a “traditions” unit is running and match the week if you can. The ELA teacher may have a personal narrative assignment where the tradition card becomes a first line. Community: a local cultural center or house of worship’s community program sometimes hosts a tradition night; the cards could travel there with permission. *[Sal: only with the student’s and family’s permission, and never with a student name on the site.]*

Sources

- NYS Middle Level CTE FACS Content Module 02, Human Development and Relationships (nyctecenter.org, June 2018), lines 5. d) and 5. e). Copy in 02 Standards/NYS Module PDFs/.

- NYS Middle Level CTE Theme Module, Communication and Interpersonal Relationships, line 4. c); Career and Community Opportunities, line 1. c). Same folder.
- NYS Learning Standards for Health, Physical Education, and Family and Consumer Sciences (1996), Standard 2, Intermediate, FACS strand. Wording per 02 Standards/STANDARDS SOURCES - web research.md, section 2.
- National Standards for Family and Consumer Sciences Education 3.0 (LEAD FCS Education, 2018), competencies 6.1.4 and 6.1.5.
- Sal's own materials: the "roles may differ depending on the family structure" objective from his Types of Families tiered objectives (FNES538_notes_NextWeek-NutritionLabels-Tiered_2026-03.docx) is the seed of the fair-share chart; the fictional family cards follow the family card pattern from Project 01.

Teacher notes

- If time runs short, cut Step 2 to ten minutes by giving each group the daily and weekly jobs only, and cut Step 4 to writing the card without volunteers reading.
- The word "fair" will start an argument in Step 2. Good. The answer is on the family card: hours, age, ability. Equal is the same amount for everyone; fair is the right amount for each person. Say it, then let them argue with the card in hand.
- Nobody is asked what chores they do at home or who does them. The chart is for a fictional family. A student who says "in my house the girls do everything" is describing a real pattern; the answer is "on your family card, what would be fair?" and the conversation stays with the card.
- The tradition card is by choice, and the choice includes "a tradition I would like to start." A student with no tradition they want to share still has a card to write.
- *[Sal: your Brentwood room had students from Turkey, Portugal and Brazil, El Salvador, and elsewhere. The three fictional traditions in Step 3 are placeholders; pick three that fit your room without naming any student's country as "the" example.]*