

# Lesson 4

# Family

### Aims

- To be able to justify your own opinion whilst being receptive to the opinions of others
- To use dramatic techniques to explore a variety of feelings and emotions
- To develop an understanding of family situations

### Resources and preparation

- A large space for easy interaction and movement
- A3 pieces of paper and a selection of pens
- Worksheet 2, or downloaded photos from the link (below) to support the activity

**Duration** It should take approximately one hour to complete all activities but the lesson can be reduced or extended as necessary to fit the timetable.


**Warm Ups** Rabbit/Duck/Elephant, Family Portraits

### Activity 1 (20 minutes)

#### **Play DVD: Heritage Drama**

This scene is focused around Fi who discovers Charles is her half-brother. They share the same father, the father that Fi has never met and who was involved in the decision making process to send Charles to study in the UK.

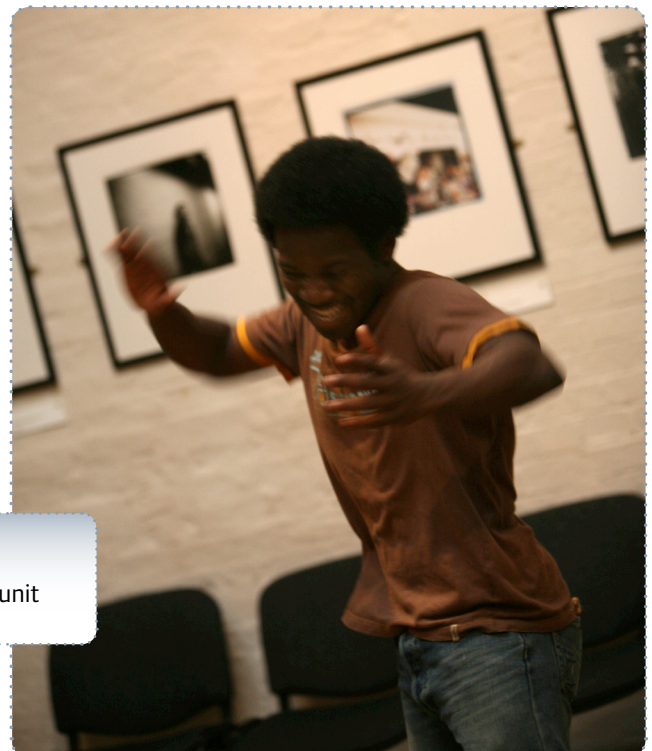
- Arrange participants into groups of four and ask them to find a space.
- Give each group a sheet of A3 paper and pens and encourage each group to brainstorm all the different family types such as: step, foster, nuclear, extended, adopted, same sex parents, single parents, teenage parents etc.

 The following link has more details and alternative images for the activity:  
<http://sixthsense.osfc.ac.uk/sociology/family/index.asp>

- Instruct participants to organise the photos of 'family types' (shown on Worksheet 2) depicted to match the definitions they have written.

#### **Play DVD: Family Response**

- Discuss with the class some of the thoughts and opinions of the young people involved in the process of 'Hitting the Heights'.



**family** – a group of usually related people living together as a unit

## Activity 2 (approximately 20 minutes)

- Arrange participants into pairs, one of them will represent the role of the parent, the other the role of the child.
- Give each pair five minutes to prepare their characters for a role-play conversation. The role-play will focus around a parent and a child meeting up after six months apart – each pair can choose what has caused the separation.
- It may be helpful to consider the many reasons parents and children can live apart such as divorce, adoption, boarding school, war, natural disasters etc. To make sure the role-play situations are of value, encourage participants to think about the following:

### Parent – things to consider:

1. What is their name?
2. How old are they?  
(What age did they have the child?)
3. Were they teenage parents? etc)
4. Where do they live?
5. What job do they have?
6. Who do they live with?
7. How do they feel about their child?  
(Hints of guilt, missing them, proud etc)

### Child – things to consider:

1. What is their name?
2. How old are they?  
(Were their parents teenagers etc)
3. Where do they live?
4. What hobbies do they have?
5. How long and when did they become separated from their parent?
6. Who do they live with and are they happy?
7. How do they feel about their parent?  
(Hints of homesickness, love, hate etc)

- There should be no physical violence displayed during the role-play and no use of inappropriate language.
- Encourage pairs to share their work with the rest of the group and their thoughts behind the character decisions they made.

## Plenary approx (10 mins)

- Evaluate participants' opinions on this topic by voting on whether it is ever acceptable for a child to be sent away/left behind. This can be by a show of hands or by moving to an area of the room allocated for a 'yes' or 'no' response.
- Ask participants to give a brief justification of their opinion.

## Extension activity

- Ask the group to close their eyes as you read aloud the statement highlighted to the right.
- Ask the participants to open their eyes and begin to write their letters, thinking about what you have just said.



Imagine you are a 13 year old sent to London from another country. Write a letter home to your family. Decide who you would write your letter to and how you think it will be received. Explain what London is like, its culture and people and mention the reason you left your home country.