

Module 1: FAMILY

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topic one: **needs of the young**

to the teacher

The aim of this topic is to identify the needs of the young and to see the part parents play in meeting these needs. It has been proved that very young children need plenty of contact with their parents if successful bonding is to take place.

topic development

Give the class **worksheet 1** (page 2) **Earliest experiences**. Ask them to fill in the first page.

Discuss the ideas they have added at the end of the sheet and draw out their personal experiences with pets or knowledge they have gained from watching nature programmes on T.V.

Now ask them to complete the second page of the **worksheet**.

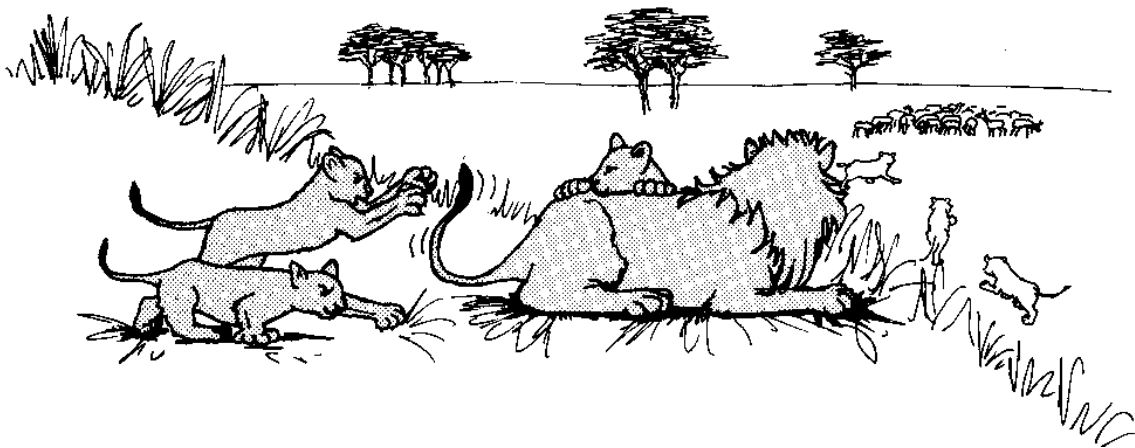
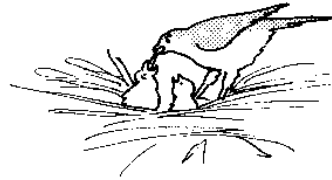
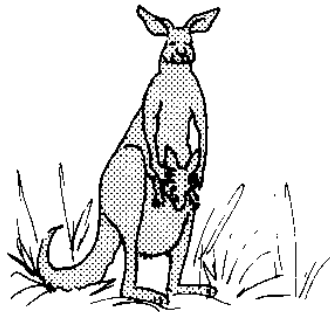
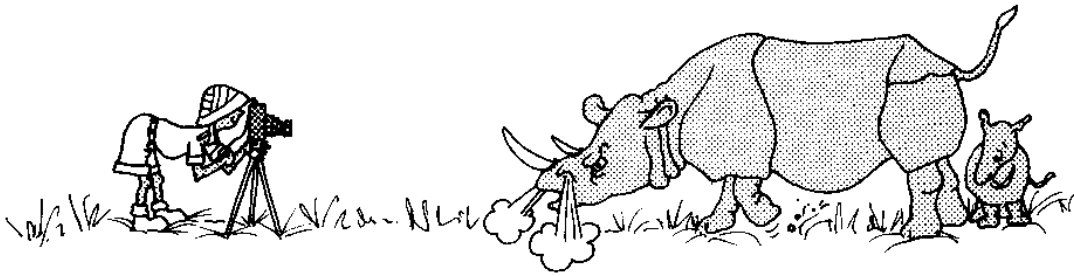
It would be helpful to look at their accounts of their earliest memories to see if there are some needs identified in them which have not been thought of before. A final paragraph should then be written on a separate paper starting with:-

to be a good parent I will have to ...

EARLIEST EXPERIENCES

R2-M1-worksheet 1

Look at the pictures below and write by them what the parents are doing for their young.



Write below any other things you can think of that parent animals do for their young.

What 'nests' do human parents provide for their babies?

What else do human babies need from their parents?

What do young children need?

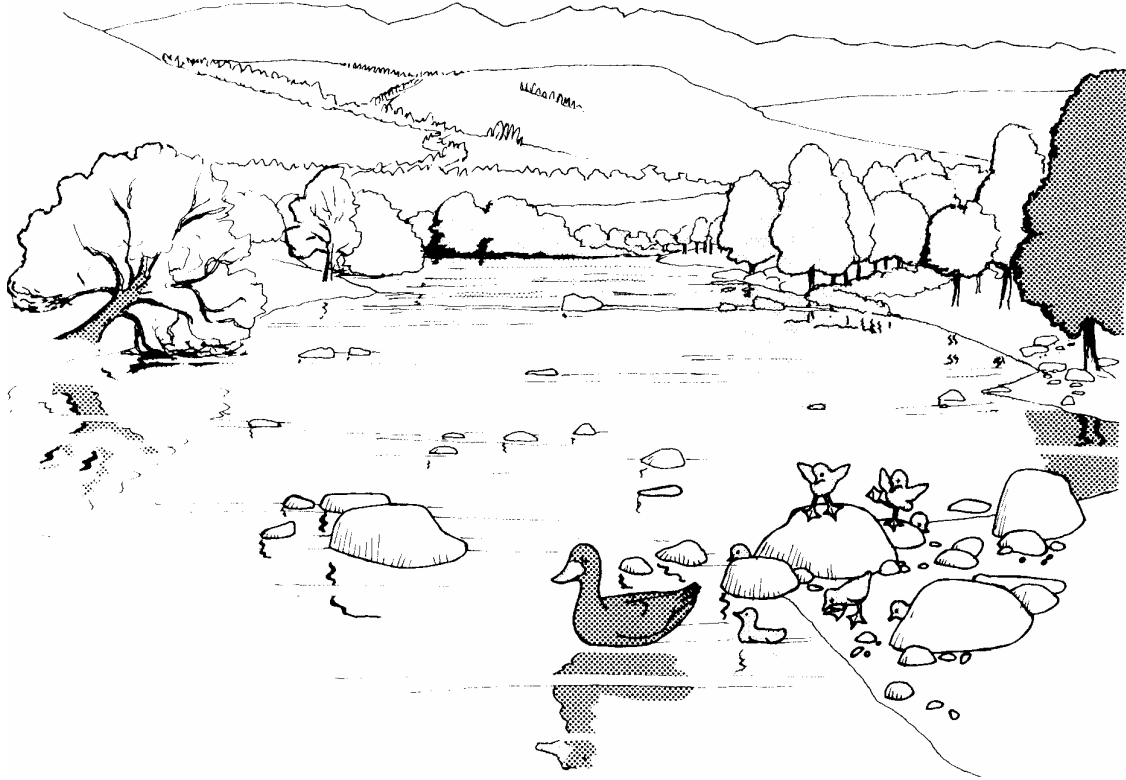
Lion cubs learn to catch their prey from their parents - what do young children learn from theirs?

Birds cannot become independent until they can fly - what must young children learn and experience to become independent of their parents?

Write My earliest memory is....

IMPRINTING IN ANIMALS

R2-M1-resource sheet 1



The term 'imprinting' is used to describe the bonding of animals to a member of their family. This may be the mother to a youngster or a young animal to its parent.

birds

In some birds imprinting is a matter of life and death because, for example with ducks and geese, the young have to be led to food. If they stray, they stand much more chance of being killed by a predator. In young ducklings, the first moving thing seen is followed. This is normally the parent, but ducklings have been known to become imprinted to toys, boxes with ticking things inside, and even to human beings. No matter to what a bird becomes 'imprinted', the attachment lasts for a long time. This is not found in young birds whose food is brought to them in the nest.

mammals - goats

Careful studies of maternal imprinting in goats have been carried out by P.H. and M.S. Klopfer of Duke University, U.S.A. It was found that contact with the young (kid) **directly after birth** is essential for the mother (the doe) to show normal maternal care. If this contact is denied the doe will reject her kid, even if it is returned to her after only an hour's separation. However if the doe is allowed to be with her kid **first** and then separated for an hour or more, she re-accepts it but will not accept a kid which is not her own.

mammals – monkeys

'Harlow and his colleagues (working at the University of Wisconsin, U.S.A.) used artificial surrogate mothers made of wire netting and towelling to investigate the components of nursing behaviour. Furry objects are preferred by the baby monkeys. If separated from the surrogate mother, the isolated youngster spends long periods of time rocking and holding on to itself. Harlow also showed that young monkeys in captivity, isolated from their mothers, were usually not able to mate in later life or to bring up their offspring if they did.' *

In the wild young monkeys and their mothers remain together for a few hours after birth and then recognise each other easily. The mother always knows her own young and will not let other adults handle it for long periods. In many groups of monkeys there are other members of the group who will accept the youngster if the mother dies. If this happens the young monkey shows no sign of being deprived.

* Dr M.R.A. Chance *Mothers and their infants* 'Science Journal', Jan. 1971

human beings

During pregnancy most parents develop specific expectations about what their baby will be like. The most common of these is to do with the sex of the baby. When the baby is born, however, the parents soon begin to examine the child and relate its features, colour of hair etc. to other members of the family. If a new baby is placid or noisy it may be likened to an existing member of the family and so on. There is no evidence to suggest that a mother will reject her baby just because she is separated from him/her for hours or, in the case of a difficult birth, for days.

Human babies are born with instinctive reactions. They will cling to a finger but are not able to support their weight on their legs. They 'root' with the head to find food at their mother's breast. They cry when they want attention.

Bonding develops in humans when feeding and holding makes a mother and child recognise each other more and more as time goes by. It has been demonstrated in homes for neglected or deserted children that the development of the senses of such children and their responses to other human beings is retarded when compared with children who have had normal, loving physical contact as babies.

The relationship between a human parent and his/her child takes many years to mature. It is not an immediate relationship although the response of loving parents is immediate.

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topic two: **being an adult**

to the teacher

A dictionary definition of **adult** is: 'having reached maturity; fully developed'. This refers to physical development. However the statement made by many young people 'I want to be treated as an adult' implies more than this. It is saying something about equality of treatment.

The aim of this topic is to help the pupils to see what is entailed in becoming more adult in attitude and behaviour. Among other things, it is adult to:

- try to see things from other people's point of view
- think for others and be less selfish and self-concerned
- be responsible for the consequence of actions taken

topic development

Give the class **worksheet 2** on page 8 **I want to be treated as an adult** and ask them to answer numbers 1 to 5 so that they have the chance to think out what 'adult' or mature behaviour means. It can then be used with the following as a basis for discussion.

Hold a class discussion asking them the following question and then reading each incident in turn.

Which of these attitudes was 'adult' and which 'childish'? Explain your answers.

- 1) Two small children were about to cross the road. The elder took the other's hand, carefully looked both ways to see that all was clear, and then they crossed.
- 2) A teenager did not like the dinner all the family were given and went into a sulky mood because she was not allowed to have something different.
- 3) A father wanted to watch a football match on television when the rest of the family was watching a film. Because they would not switch over, he stormed out of the house in a temper, banging the door.
- 4) A little girl, under five years old, kept calm when her mother had epileptic fits and 'phoned the father at work.

From these discussions, let each pupil make a list of qualities under the two headings **childish** and **adult** on their worksheets.

Give each pupil **resource sheet 1** on page 9 **Dear diary** to read. Ask them to underline in different colours the **irresponsible** attitudes and the more **responsible** attitudes illustrated in this story.

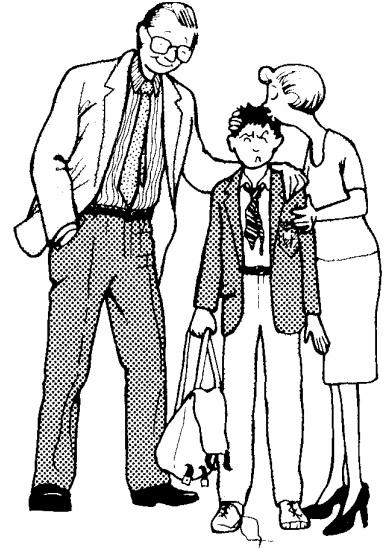
Divide the class into small groups to talk over what they think of the story on the **resource sheet** and to discuss the answers to questions 7, 8 and 9 on the **worksheet** before writing down their own conclusions.

I WANT TO BE TREATED AS AN ADULT

1) Have you ever said these words? If so, does it mean:

- I want to do what I like?
- I want to be more responsible for myself?
- I want to be free to make my own decisions?
- I don't like being told what to do?

Tick the ones which apply to you. If you think it means something else write it below.



2) One bone of contention in families is often who makes the decisions. How are the decisions concerning you made in your family?

3) Are the adults in your family ever unreasonable? If so, in what way?

4) Are you ever unreasonable? If so how?

5) Think of an adult you know and respect. Are there any ways in which you would like to follow his/her example?

6) From your discussion make a list of qualities under these two words:

childish

adult

7) Childish behaviour is accepted in children but something different is expected of an adult. What is expected and why?

8) What behaviour and attitudes will you have to change if you are to be treated as an adult?

9) How can adults encourage more adult behaviour in people of your age?

Dear Diary

Sept 10th

Worried sick about my Mum. The doctor told her to stop work but she won't. She says it's her money keeps us going. Why can't Dad see she's ill? All he cares about is beer. The twins are o.k. but I was late for school again. Such a rush seeing to them now they've started school. I fainted in class again - embarrassing.

September 12th

After English today Mr Wells asked me to go with him to the staffroom for something. He asked me what was up. "People don't faint twice in a week for nothing." I blurted it all out. Told him how worried I was. First he was quiet. Then he said, "Do you believe in God?" What a question! I said yes I thought so. Then he said that he did and sometimes when he was quiet he got unexpected ideas and that when he carried them through ~~unexpect~~ good things happened. He didn't know what either of us could do but he suggested that we be quiet in case one of us got an idea worth trying.

So there and then we stood quiet. I didn't hear a voice or anything but I did get an idea - go home everyday straight from school and prepare the tea. It's not going to be easy because it'll mean less time with my friends. But Mum won't have so much to do when she gets home. She's going to let me give it a go.

Nov 8th

I've been rather tired lately and too lazy to write in here for ages. Tracey and Edward have been ever such good friends. They come home with me most days and often help me with the veg for tea. They are good with the twins too. I'm determined not to give up. ~~It's~~ It's easier now I know more what to do. Actually Dad sometimes comes home a bit earlier and once or twice he hasn't been drinking. Mum's looking really bad now. I wish she would quit work.

Dec 14th

It's been a whole week that Dad has come home EVERY DAY straight from work!!! He hasn't gone out drinking with his mates either. Yesterday

when we called out that tea was ready no-one came. I went up to the twins' room and found Dad there with them building a house out of beds, sheets and chairs. What's come over him I wonder!

Jan 11th

My birthday! I'll never forget today I got a card from Dad. Inside he wrote THANK YOU. When I asked him what for he wouldn't say but Mum said that she and Dad have decided that she should quit work and she's given in her notice. It'll mean we have less coming in but they think it's worth it. I didn't know what to say at the time but it's such a relief.

Jan 13th

Told Mr Wells what's happened. He noticed I was cheerful yesterday! Perhaps I'll try and get a Saturday job - better than a paper round but even that would bring in something. Dad's going to join the works band. I hope he doesn't make a fool of himself!!!

This is the true story of a pupil in a Staffordshire school.

Module 1: FAMILY

topic three: **communication**

to the teacher

In this topic the pupils should be encouraged to look at the need for good communication in the family. So often people start to make an effort to communicate when it is almost too late; for instance, when some issue comes to a head and feelings are high. The situations in this topic are ones which could cause considerable trouble if not properly talked through with all concerned.

topic development

Divide the class into 5 groups to discuss the following situations. Give each group a different one. (They are reprinted on **resource sheet 4**, page 15, for copying.) They should be considered from all points of view, not just their own as teenagers.

1. A teenager wants to be a trend-setter, having an unusual kind of party where the fun does not depend on a lot of booze. It has been decided to talk about it as a family. What do they come up with?
2. A family has been to the same place for summer holidays ever since the children were young. They are now teenagers and want to do something different. What compromise can they reach so that all can have an enjoyable time?
3. The main bread-winner in the family has been made redundant. What can all the others do to support that person and help to keep things going through the difficult time ahead?
4. One of the grandparents who live nearby has died leaving the other alone and needing regular help for which he/she cannot afford to pay. The family has room to have him/her living with them but the grand-parent wants to remain as independent as possible. Obviously adjustments will have to be made whatever happens. What would be a good solution to this?
5. The parents have found that they hardly ever have a really good talk together as a family. They blame the T.V. and are considering throwing it out. Is this the best course of action or is there some other way? If so what is it?

While the discussions are going on, listen in on each group, taking note where there is good communication and the places where it is being dominated by one person etc.

After about ten minutes, ask each group to read out their situation and tell the class the conclusions they have come to or the difficulties they had. Others in the class may well be able to give helpful suggestions before going on to the next.

Ask the groups whether they were satisfied with the level of communication they were able to achieve and how this could have been improved. Here you can say what you noticed as you went round.

In discussing these issues what difficulties had to be overcome by the family in order to find solutions?

Give each pupil worksheet 3 (page 12) **Talk to me** and ask them to answer the questions on the first side of it. Now give each of them **resource sheet 3** (page 14) **Listen to the children** to read. They can then answer the questions on the second side of the worksheet.



From a Swedish journalist:

One day my husband and I had had a row. My daughter came to me in the kitchen and said, 'Mum, can't you forgive Daddy?'

To my shame I had to admit that this time it was just one time too many. 'I am bitter and I can't.'

She leaned over the kitchen table and said very steadily and intently, 'But Mum, you just say, "Forgive me." That's all. It's so simple. Just one word. Forgive. Well, I know it is difficult at first, but then when you have said it, it is very simple and wonderful.'

I sat there, my heart stone dead.

She asked, 'Couldn't you make some coffee?' We often drink what we call 'reconciliation coffee'. Slowly I went to the stove, stiff and sour. She heard her father coming downstairs and she looked at me, standing full of tension in the middle of the kitchen. He stopped in the doorway, looking hesitatingly at me. I said slowly (it was really difficult), 'Do you want some coffee?' This meant, 'Forgive me.'

He rushed to the stove, embraced me happily and said, 'Yes, thank you!' and there was our little girl jumping up and down shouting, 'I did it, I did it! I said to Mum to do it.' And she took a ginger biscuit, broke it in three pieces and we silently ate a piece each, knowing all was well - thanks to her.

From *Listen to the Children* by Annejet Campbell

1. A teenager wants to be a trend-setter, having an unusual kind of party where the fun does not depend on a lot of booze. It has been decided to talk about it as a family. What do they come up with?
2. A family has been to the same place for summer holidays ever since the children were young. They are now teenagers and want to do something different. What compromise can they reach so that all can have an enjoyable time?
3. The main bread-winner in the family has been made redundant. What can all the others do to support that person and help to keep things going through the difficult time ahead?
4. One of the grandparents who live nearby has died leaving the other alone and needing regular help for which he/she cannot afford to pay. The family has room to have him/her living with them but the grandparent wants to remain as independent as possible. Obviously adjustments will have to be made whatever happens. What would be a good solution to this?
5. The parents have found that they hardly ever have a really good talk together as a family. They blame the T.V. and are considering throwing it out. Is this the best course of action or is there some other way? If so what is it?

Module 1: FAMILY

alternative topic three – drama activity: **communication**

to the teacher

In this topic the pupils should be encouraged to look at the need for good communication in the family. So often people start to make an effort to communicate only when some issue comes to a head, feelings are high and it is almost too late. The situations in this topic are ones which could cause considerable trouble if not properly talked through with all concerned.

topic development

Ask the class what makes for good communication between friends; parents and children; brothers and sisters.

Write these on the board.

Discuss: When is it easiest to communicate? Why?
 When is it most difficult? Why?

Let them write a short description of the sort of person they find it easiest to talk to.

drama activity

Much can be communicated in silence. Ask two people to act out the following scene.

Two members of a family arrive home having had a flaming row that morning. They are refusing to talk to each other as they are still angry and unforgiving. Something starts them talking to each other again.
Show how this happens.

Ask the class what was communicated in that silence?
How convincing was the ending?

If there are others who would like to try out another way to end the scene, let them also act it out and then discuss the alternatives.

Can they think of experiences in their families where silences have been full of meaning? Moods? What happens? What have they learnt from the above scene which could help the next time it happens in their family?

Make a copy of **resource sheet 4** (page 15) and cut it up so that each situation described can be given to a different group.

- Divide the class into 5 groups. Ask them to cast themselves as members of a family. Give each group one situation from **resource sheet 4** and give them 5 minutes to prepare to act out the scene.
- Ask the first group to act out their scene. While it is going on the rest of the class should make a note of whether there is good communication particularly between the generations.
- When the scene is over ask the class what they noticed about the communication in the 'family' and also ask if they have any alternative solutions to the problem posed.
- Ask the 'family' whether they were satisfied with the level of communication they were able to achieve and how this could have been improved.
- In discussing the issues raised in the scene, what difficulties had to be overcome by the 'family' in order to find solutions? Did anyone have to change his/her attitudes?

What have they learnt about the part of listening in effective communication throughout these exercises?

Module 1: FAMILY

topic four – **promises and trust**

to the teacher

When promises are made, the element of commitment comes in. It can often be easier to break promises than keep to the commitment. This topic highlights our dependence on others keeping their promises and the need for individuals to honour theirs in order to create and maintain trust. This can be particularly important in family relationships.

topic development

Ask the class if they realise how much their everyday lives depend on other people keeping their word to them.

Give them these examples.

- We go into a shop to buy a bag of crisps of a certain flavour. We cannot tell from the outside of the packet what flavour they are. We rely on what is written on it.
- When we put a stamp on a letter, we expect it to be delivered to the right address in a reasonable period of time.

Ask them for other similar situations.

Give them **worksheet 4** (page 19) **Promises, promises, promises** and ask them to answer questions 1-3.

Give them the **resource sheet 5** page 21 **Marriage promises**. These are the promises made by couples in the marriage ceremonies of different religions. They may not go along with them but it is a fact that a very large number of people across the world still make these commitments to each other and keep them.

When they have read these, ask them to fill in the rest of the worksheet.

PROMISES, PROMISES, PROMISES

R2-M1-worksheet 4

Commitment is continuing to do something whether you feel like it or not because you have promised or given your word.

1) If you say, 'I'll be in by ten o'clock', what does it do to the person to whom you gave your word?

a) if you keep it?

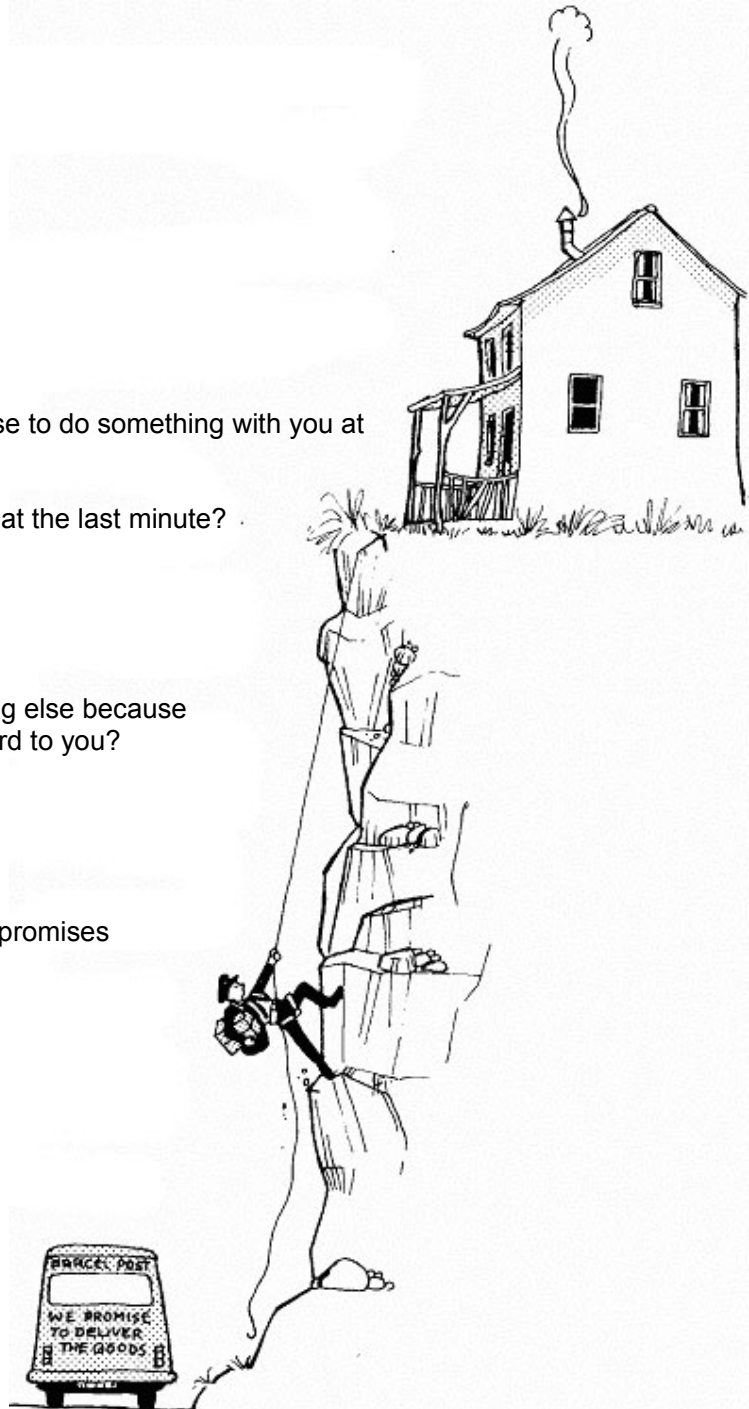
b) if you don't?

2) If members of your family promise to do something with you at the weekend, how will you feel if

a) they change their minds at the last minute?

b) they turn down something else because they have given their word to you?

3) Why can people who keep their promises be trusted more than others?



4) If a couple say they will be faithful to each other, what do you think they will feel if

a) one of them breaks this promise?

b) they both keep the promise?

5) The promises I would be prepared to make to the person I love and want to marry are...

6) I break my promises when...

7) Are you going to keep your promises? Why?

MARRIAGE PROMISES



In many marriage ceremonies, promises or vows are made. These may not always be said in words, but may be implied by acts of the ceremony. Sometimes these promises are made between the families rather than between the individuals.

Buddhist

The ceremonies vary in the different countries. However in Sri Lanka, these traditional vows are taken:

Towards my wife I undertake to love and respect her, be kind and considerate, be faithful, delegate domestic management, provide gifts to please her.

Towards my husband I undertake to perform my household duties efficiently, be hospitable to my in-laws and friends of my husband, be faithful, protect and invest our earnings, discharge my responsibilities lovingly and conscientiously.

Christian

In the marriage service, the bride and the bridegroom make the following vows to each other:

I take you to be my wife/husband, to have and to hold from this day forward; for better, for worse, for richer, for poorer, in sickness and in health, to love and to cherish, till death us do part, according to God's holy law; and this is my solemn vow.

Then when the ring/rings are given they say:

I give you this ring as a sign of our marriage. With my body I honour you, all that I am I give to you, and all that I have I share with you, within the love of God, Father, Son and Holy Spirit.

Hindu

In the wedding ceremony, the bridegroom makes vows of faithfulness and promises to care for his wife and to share with her. The vows are taken while the couple walk round a sacred fire. When the bridegroom has made his vows, the bride makes only one promise - that of implicit obedience. Like Sita in the Ramayana, wives are expected to be loving, faithful, loyal and willing even to share the misfortunes of their husbands.

Jewish

The couple stand under a canopy and the groom says, *'I will be a true husband to thee. I will honour and cherish thee, I will work for thee; I will protect and support thee.'*

The groom puts a ring on the bride's first finger and says, *'Behold thou art consecrated unto me by this ring according to the Law of Moses and Israel.'* However, the Jewish Law recognises the marriage relationship as reciprocal. Accordingly, just as the husband agrees to be faithful to his wife and to look after her, so too is this implied as binding upon the bride when she accepts the ring from the groom and agrees, of her own free will, to enter into the marriage relationship.

Muslim

Marriage in Islam is very much the combining of two families as well as two people.

Marriage is a civil contract transacted before God, but Islam recognises no distinction between the religious and the secular. When the contract is signed, the girl is taken from her parents' house direct to her new one. There is usually music on the way. Then the man is paraded through the town to announce the new marriage.

Sikh

Sikh weddings must always take place in the presence of the Guru Granth Sahib (a holy book). The groom sits in front of the book and the bride takes her place on the left hand side of the groom. The couple agree to the marriage by bowing to the Book. They are tied together with a scarf and then walk around the Book, while a special hymn is sung. This hymn not only gives advice to the couple, but stresses the importance of the union between God and man. As well as being the joining together of two people, it is the joining together of two families.



Module 1: FAMILY

topic five – **peacemaking**

to the teacher

Peacemaking is an art much needed in the world today. Although the family is the smallest unit in society what is learnt there could have much wider implications. The quotes on worksheet 5 are answers from teenagers who were asked what family arguments were usually about.

topic development

Give each pupil **worksheet 5** (pages 24-25) **Why argue?**

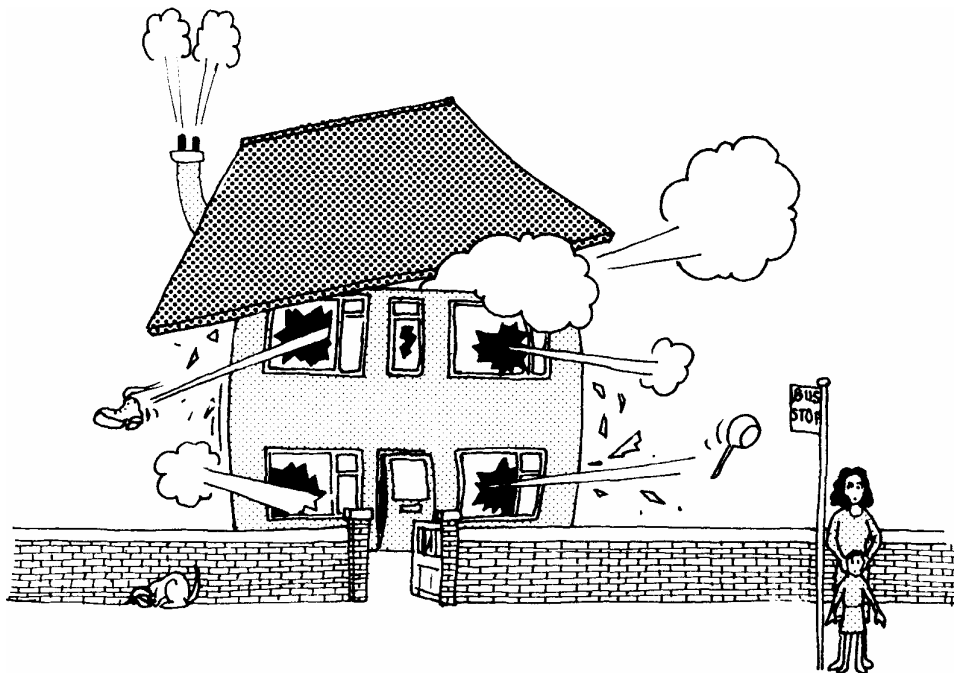
Divide the class into small groups to read what Andrew said about family arguments and the question with it. Give them time to discuss this between themselves. When you think they have had sufficient time, ask them to write their answers individually on the **worksheet**.

Continue in the same way with the next quotes from Anne and John with the questions that follow and lastly with Cornelius' opinion.

When they have completed these answers, ask what advice they would give to someone who is trying to be a peacemaker either between two enemy countries or warring factions within a country? They could get examples of such people from the newspapers and write their ideas in the form of a letter.

Help the class to draw from their own experience and from their answers to the questions on the worksheet.

WHY ARGUE?



Andrew says that arguments start *'probably because a family cares too much or too little.'* What do you think he means? Do you think it is true? Give examples to explain your conclusions.

Anne says *'Arguments usually take place because parents don't want us going out, or about what time I should be home.'*

John says *'I think the arguments are because the child likes to be independent and thinks he or she is right and parents think they are always right, which isn't the case.'*

Do you think you can be given too much freedom? Why?

What is a good way of dealing with situations so that teenagers can be more independent without the parents worrying?

Cornelius says *'Arguments take place when the person you are arguing with doesn't understand or accept your point of view.'* When reading the newspapers you will notice that politicians and other people often accuse others of the same thing.

What is the best way you know of getting someone to listen to your point of view?

Module 1: FAMILY

alternative topic five: drama activity – **peacemaking** (continued)

to the teacher

Although the family is the smallest unit in society, what is learnt there has much wider implications. This topic takes the common experience of the family quarrel as a starting point to explore the art of peacemaking. Similarities can be found between that and what goes on between nations. Many of the things learnt at home, both good and bad, can help in the preparation for adult life and wider responsibilities.

topic development

Prepare pieces of paper – 3 or more marked X
1 marked PEACEMAKER
1 marked NEIGHBOUR

Place in a box.

Divide the class into groups of 5 or more and give them a few minutes to decide who they are in the family and what they are going to quarrel about or give them one of the following suggestions:

- someone came in too late the night before.
- someone has told a lie.
- someone has taken a piece of clothing belonging to someone else and worn it for a date.
- the children's rooms need a good clean out and they are not co-operating.

Let each member of one group take a prepared paper, look at it and then return it to you. Do this for each group. The neighbours should identify themselves, but do not take part in the first scene. The others should not indicate what was on their papers so that the peacemaker is not revealed.

They should now act out the quarrel scene in turn with the person who has picked the **peacemaker** paper in each group eventually trying to stop it.

After all the scenes discuss

- Were any of the peacemakers successful? Why?
- Did an apology take place?
- Did anyone admit he/she was wrong?
- What part did listening/not listening have?

The family has a long-standing feud with their neighbour – let them decide what this is about in each group or give them one of the following suggestions.

- the neighbour's children play loud music late into the night.
- they think the neighbour has been telling lies about them to others.
- something has gone missing and they are convinced it was taken by one of the family next door.
- the neighbours are different in some way.

The neighbour also needs to decide why he/she is coming to this house in spite of the feud.

Ask them now to repeat their quarrel scenes. This time the argument is cut short by the neighbour's knock on the door. What happens?

Discuss:

Did the family forget their own quarrel and pull together? Why?

Did the visit of the neighbour bring an end to the feud between him/her and the family? If so how?

If the feud is still on in some groups, discuss with the whole class what it would have taken to end it.

After this exercise, draw up with the class a list of things which help in the process of peacemaking.

Finally, encourage them to think through whether there are situations in their own lives which are similar to those acted out in the topic. There may be some simple and practical way by which they can initiate the peaceful end to a quarrel or feud they are involved in, but this should be written down individually rather than discussed in class unless there is some common involvement.