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What Is A Family?

Show **INFOSHEET 1** and ask everyone to give their own definitions of 'family'. A family is a unit of two or more people some of whom are related by blood. We often hear people speak about the nuclear family. This usually refers to a man and a woman and their children who live together under the same roof. An extended family is a nuclear family plus other, more distant relatives such as aunts, uncles, grandparents, cousins etc.

Ask the group to think about their own families. Ask the following:

- How many people live in your house?
- Is everybody living in your house part of your family?
- Do you have contact with other relatives such as grandparents, aunts, uncles and cousins?

Give out **WORKSHEET 1** and ask them to list as many members of their own family as they can. Explain they must include everyone including in-laws (not blood-related), step-members, half brothers and sisters etc.

When they have completed the list, ask them to count their family members. Are they surprised by the amount of people in their family? Add together the family members of the entire group. What is the total figure? Are they surprised by the number of people who are related to members of the class?

Show **INFOSHEET 2** and give out **WORKSHEET 2** and ask a volunteer to read it through. Explain the 'generation gap' and the problems it can cause. Give them 5 minutes to think of issues that can cause disagreement. Discuss their views as a group.

Families can be a source of comfort and can provide a ready-made circle of friends. As younger members grow up and move away, most still retain links with their family and holidays are often spent with them. However, families can be a source of friction and much hostility too. Why do they think this is?

Autobiography

In this section we are going to introduce the idea of an autobiography to the group. We will do this by asking the students to write about their earliest memories.

The trainer could preface this by describing their own earliest memories.

Give the group a few moments to think or tell each other their memories before asking for volunteers to describe their memories to the rest of the class.

Now tell the group that they are going to write their autobiographies. Explain that an autobiography is a personal history and they must choose what to include.

Give out **WORKSHEET 4**.

They must write a list of things to include in their autobiography and each memory can be further explained in more detail. For example:

My earliest memory – my father bought me a kitten.

- Did it make you happy/sad/angry?
- How long ago was it?
- How old were you?
- Does this memory still affect you?

In preparation for this section, you can ask the students to bring in photos of their childhood, family, holidays etc. Ask them to work in pairs and describe their photos to their partner. Describe the places, events, names, feelings etc. This will no doubt give them more ideas for their list on **WORKSHEET 4**.

The table on **WORKSHEET 4** can form the basis for a long-term project. This will require careful preparation and will encourage students to think about and discuss their ideas. It will also give them an opportunity to organise information.

WORKSHEET 12

A Tale Of Two Girls

We are going to examine the lives of two single eighteen year old girls. One has a two-month old baby and the other has no children. How often do you think each girl gets to do the following things?

HOW OFTEN DO THEY DO THESE TYPICAL ACTIVITIES	18 YEAR OLD MOTHER	18 YEAR OLD— NO CHILDREN
Go to the pub		
Go shopping with friends		
Have a holiday		
Go to the cinema		
Have a lie-in on Saturday		
Go out clubbing		
Have time to 'chill out'		
Go to college or university		

- Can you think of any other things that a normal teenager enjoys?
- Is it possible for a young parent to do these things?
- Who can a young parent turn to for help?