

# Families



## Safeguarding

The content of these activities may be sensitive for some students as it deals with family relationships, which may be tricky for some. If you know any students who the lesson may affect you might want to speak to them in advance to prepare them for what will be covered. Use of the ground rules (Rules of Engagement) on Slide 1 is essential when managing discussions so that individual pupils and their experiences are not shared publicly, and to prevent 'naming and shaming' of individual students. They also give a right to pass if something is upsetting. Please feel free to adapt the activities to meet the needs of your class. If you should have a concern about a pupil's welfare or behaviour that presents during these activities, you should discuss this with your setting's designated safeguarding lead, as it may indicate an issue that warrants further investigation or support.

### How to use this activity pack

This activity plan contains more activities than you need for an average 45 minutes -1 hour lesson. This is deliberate so that you can choose the activities that best suit the needs or abilities of your students, or the time you have available. There are 3 x 10 minute activities (Take 10), 2 x 20 minute activities (Take 20), and 1 x 30 minute activity (Take 30). The 'challenge' task is more open-ended. The interactive check boxes by each activity in this PDF can be used to mark which activities you are teaching. There is also an editable space for teacher notes. If you choose to use all the activities **there is enough material for 2-3 sessions depending upon your timetable**. Ensure that you start every lesson with the Ground Rules (Rules of Engagement on PowerPoint Slide 1) to create a safe and supportive learning environment. There is an accompanying PowerPoint in the pack, and when you have chosen the activities to teach you can cut the irrelevant slides from the PowerPoint and add in your own slides as desired. The PowerPoint is fully editable. **We recommend you keep a master copy of the PowerPoint for future use**. The final slide signposts pupils to additional support and we advise you add your own local signposting here e.g. school counsellor or local services. Resources mentioned in the activities can be found at the end of the activity plan PDF, and as separate downloads in the ZIP file.

### Learning intentions

I understand that there are many different types of family.

I can tell you the qualities needed in a family to make it safe and happy.

I understand the different roles and responsibilities that can exist within a family.

### Resources you will need

PowerPoint Slides  
Pens, paper  
Word cloud generator e.g. Mentimeter  
Post-its

### List of PowerPoint Slides

Slide 1: Rules of Engagement (Ground Rules)  
Slides 2-4: Take 10 Activity 1 - Family word bingo  
Slides 5-6: Take 10 Activity 2 - Family roles and responsibilities  
Slide 7: Take 10 Activity 3 - Family values word cloud  
Slides 8-11: Take 20 Activity 1 - What does family mean to you?  
Slide 12: Take 20 Activity 2 - Family acrostic  
Slides 13-15 Take 30 Activity - Family issues comic strip  
Slide 16: Challenge task - Fictional families  
Slide 17: Its a wrap summary slide  
Slide 18: Signposting (please also add your own local information to this slide)  
Slide 19: Homework (optional)

### Curriculum references (see code reference document)

#### PSHE Association

R1, R2, R5, R9, R10, R13, R14, R35, R36

#### Relationships, Sex and Health Education (England)

R1, R2, R6, R7, R9, R26, H2

#### Health and wellbeing (Scotland)

HWB 3-05a, HWB 3-44a, HWB 3-44b, HWB 3-44c, HWB 3-51a, HWB 3-51b

#### Curriculum for Wales 2021 Health and wellbeing

Eg3, Ei3, Dc(2-3), Ra(2-3), Re(2-3)

#### Northern Ireland Secondary Curriculum (KS3)

HE5, HE6, HE8, PD13, PD14, PD16

### Skills

I can resolve a conflict  
I can cooperate  
I have teamwork skills

### Values

I am kind  
I can love  
I am respectful  
I am sensitive towards others  
I am patient  
I am tolerant  
I am responsible  
I am appreciative

## Lesson Introductions and use of Ground Rules (PowerPoint Slide 1)

It is vital you use **PowerPoint Slide 1** and explain the Ground Rules (Rules of Engagement) to the students at the beginning of any session. Always ask if they would like any additional rules added to the list before continuing. Make a note of any additional rules on the class whiteboard as a reminder.

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**Take 10 Activity Choices (These are approximately 10 minutes each but could be extended depending on amount of discussion generated by your group. If discussion is productive and students engaged we would recommend extending the time rather than cutting this short and moving on to a new activity. You will know when it is time to move on).**

### Take 10 Activity Choice 1: Family Words Bingo

Instruct the class to draw a simple grid as shown on **PowerPoint Slide 2**. Students should choose 6 words/phrases from the list on **PowerPoint Slide 3** to write in their grid. Give a few moments for this and then read out the definitions below in a random order. If students can match the definition to one of their words they should cross it off. When the first student shouts 'bingo' move onto **PowerPoint Slide 4** and go through the definitions. Can the students think of any other words associated with family type that are not in the list?

Single Parent - A parent living alone with all or most of the responsibility for children

Foster family - A family providing temporary care for children that are not their own

Extended family - Grandparents, aunts, uncles, cousins and wider family members

Blended family - Family formed as a result of parents re-marrying/living together and bringing children from their previous relationships

Guardian - Person who has legal responsibility for child or children (or property)

Relationship - Used to describe how people get on with each other

Marriage - A legal and sometimes religious ceremony that couples undertake

Civil Partnership - A legal partnership that couples complete that has no religious aspect

Adoption - The formal process of guardianship for a child (not biological child)

Step-parent - Term given to an adult someone's parent has a new relationship with that is not their biological parent

### Take 10 Activity Choice 2: Family roles and responsibilities

This activity aims to encourage students to think about the different roles and responsibilities family members have. It should also help them reflect on the characteristics that help make them feel safe and secure with different family members. Start the activity by explaining that families come in all shapes and sizes, and a family is really any group of people who we share our lives with at home. Students should complete the question on **PowerPoint Slide 5** individually and then if you feel it is appropriate for your group they can discuss with a partner. Ask for some feedback on the different roles and responsibilities that exist within families.

Ask students to read the information on **PowerPoint Slide 6** and then answer the questions. Again, if it will work in your group and time allows, students may wish to discuss their answers with a partner. Try to elicit some comments on how their roles and responsibilities have changed.

### Take 10 Activity Choice 3: Family values word cloud

Use **PowerPoint Slide 7** and create a word cloud (for example using Mentimeter), where pupils finish the sentence: 'It's important for families to...'. If your pupils don't have access to the internet, the low-tech version is for pupils to write words on post-its and collect them into a class wall of thoughts. Discuss the results of the word cloud or thought wall. Which words are the most popular? Are there common themes coming through?

Discuss that despite everyone's family being different we would hope that they share some common values such as those generated.

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**Take 20 Activity Choices (These are approximately 20 minutes each but could be extended depending on amount of discussion generated by your group. If discussion is productive and students engaged we would recommend extending the time rather than cutting this short and moving on to a new activity. You will know when it is time to move on).**

### Take 20 Activity Choice 1: What does family mean to you?

Working in small groups ask the class to discuss the definition of a family on **PowerPoint Slide 8** and the prompt questions shown. Hopefully students will point out a few issues with the definition. The definition is not very inclusive and makes some assumptions about families being 'a nuclear family' (mum, dad and children). Take some feedback on the questions. Are all groups suggesting similar answers or is there a lot of variation? Can they suggest a better definition for the term 'family'? Give some time for the groups to work on this and then ask each group to read out their definition. Run through the different types of family on **PowerPoint Slides 9-11**. This extends the definitions from Take 10 Activity 1 with a little more detail. Ask the class if they can think of any more types of family that haven't been defined. Here are some examples:

- Mixed race family
- Family with older parents – some couples choose to have children later in life
- Children live with a members of their extended family who are their legal guardians
- Childless family
- Looked after family- sometimes children who are looked after live together in children’s homes
- School family- although not related – schools are a type of family
- Sibling family- sometimes older brothers or sisters become the legal guardians of their younger siblings

To conclude the activity ask the class to list some of the similarities between the different types of family that have been discussed.

### Take 20 Activity Choice 2: Family acrostic

Challenge groups to write an acrostic poem using the 6 letters that make up the word family. The prompt questions on **PowerPoint Slide 12** are there to stimulate ideas. Ask the groups to share their poems at the end of the task and draw out the characteristics that make families special from the poems.

### Take 30 Activity Choice (This is approximately 30-40 minutes but could be extended depending on amount of discussion generated by your group).

#### Take 30 Activity Choice: Family issues comic strip

Introduce the task using **PowerPoint Slide 13**. Working in small groups students have an opportunity to apply what they have learned to create a short comic strip that focuses on supporting a family relationship. Students can either use one of the ideas on **PowerPoint Slide14** or suggest their own original idea. The aim is to look at different roles and responsibilities and work towards finding a solution to a family problem or perceived problem. Suggest about 6 pictures in total.

Give time for the students to swap their comic strip with another group, for them to comment on (**PowerPoint Slide 15**). When students have had time to comment on each others' work, take some feedback. What examples of solutions did they come up with. Were there any original ideas? Conclude by explaining that sometimes family relationships can be tricky and being able to give and take, negotiate and compromise are helpful skills to develop.

### Challenge Activity (This activity is more open-ended and could be used as an extension activity for the class or to challenge more able students in a smaller group. This very much depends on the abilities in your class, which you know best).

#### Fictional families

Details of the activity are on **PowerPoint Slide 16** as below:

Think about some of the families and family relationships from books, TV or movies.

Create character profiles for some of these people. Your character profile should include the following:

- Who they are and from what story, TV, movie?
- Who else is in their family
- What makes them a positive or negative family member?
- An example from the storyline that supports your ideas

### It's a wrap (Summary and signposting)

At the end of a teaching session using these activities you can use **PowerPoint Slides 17 and 18** to summarise. We suggest you add your own local signposting to Slide 18 to include support within your setting or if anything is available in the local community.

### Homework Task (optional)

The information for the homework task is on **PowerPoint Slide 19** as below:

Write down three things that you have learned about families or family relationships from this lesson.

## Assessment opportunities

All of the activities in this pack could be used to assess and record student personal development. If you wish to formalise this, we have an assessment pack available with guidance, assessment templates and profomas. Subscribers to our larger packs, or whole schemes of work will automatically receive this as part of the bundle. If you wish to purchase the pack separately it can be bought very reasonably from TES resources online.

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Teacher notes (use this editable space to write notes or add your own learning activities)

# Home Learning Lesson

Teacher note: This activity is designed for students who are learning at home independently. The activity is planned to last 45-an hour. This page is also available as a separate PDF in the download.



## Things to remember

Families come in all shapes and sizes and are a very important part of our lives. Having good relationships with family members is also important, even though it can be tricky sometimes.

We should feel safe and secure in our family relationships and know that there are people we can turn to for support and care. Families don't get on all the time, but should always care for each other and try hard to understand each other. This can get trickier as you get older and want to be more independent.

Within families there are lots of roles and responsibilities, including your own role which might include being a sibling (i.e. brother or sister to others in your family). You might have other responsibilities e.g. keeping your room tidy, walking the dog, getting some groceries etc.

It is important to know where to get help and advice if you ever feel unsafe within your family and there will be people in school responsible for your safety who can support you.

The Childline website also has advice and people you can talk to.

<https://www.childline.org.uk/info-advice/home-families/>

## Task : Family Recipe

Create a recipe card showing up to 8 things that are important to create a safe and happy family.

Think about the amount for each ingredient: you may need more of the most important ingredients.

Use words like:

- a pinch of...
- a sprinkle of...
- a bowl of...
- a spoonful of...

# Recipe

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