

## Teacher Guide: Family and Feelings

### Purpose

The purpose of the playlist is:

- for students to work with different family forms.
- for students to work with feelings and emotional reactions.

The games and activities in this playlist are based on the students' immediate environment and their own experiences.

### Preparations and materials

- Paper
- Markers or coloured pencils
- Optional: Photos of students' family members

If the students are to present their families in the game 'Family Presentation', they need to register as users in MyFloor.

### Points of attention

Bear in mind that this topic may be sensitive for some students. Talk to the students in advance and prepare them for the topic. Discuss what the class should be aware of so that everyone feels safe. It may also be a good idea to inform the students' parents that they will be working on this topic, so parents can support the students and talk to them along the way, in case challenging emotions arise, or to help with information and pictures.

### Background knowledge

This playlist discusses different family forms. Suggested definitions can be found below:

#### Nuclear family

A family consisting of a father and mother and their children (one or more).

#### Blended family (or step family)

A blended family can take different forms. Typically, one or both parents have a child with another person from a previous relationship. In addition, there may also be joint children.

Rainbow family (or same-sex family)

A family where at least one of the parents is homosexual, bisexual or transgender.

Single-parent family

A family where a father or mother lives alone with one or more children.

Foster family

A family that has one or more children in foster care.

Bonus family members

In some families, a non-biological family member is referred to as a 'bonus father/mother/sister/brother'. Others use the word 'step-'. The term is also often used for a chosen family member, such as a mother's friend who the family has unofficially 'adopted' as a child's aunt.

## Progress

This playlist consists of 5 games:

- Presentation: Family Presentation
- SpinIt: Conversation about Family
- Combination island: Family story
- Presentation: The Emotional Barometer
- SpinIt: Family Evaluation

The games can be used in different ways and played together as a class or in smaller groups. This is one suggestion for how to use the playlist:

Start by playing the game 'Family Presentation' together in class. The game encourages discussion about the concept of 'family' and introduces different family forms. Some students may be able to help explain some of the family forms, while others may need further explanation.

Then, students can work in class with the task described under Workshop 1.

When the students have completed the tasks in Workshop 1, it may be a good idea to divide the class so that the students take turns working with the task in Workshop 2 and with the floor games: 'Family Conversation' and 'Family Story'.

The class then regroups to play the 'Emotional Barometer' game, which sets the stage for a conversation about feelings and reactions in various everyday situations.

Finally, the program concludes with a group evaluation in the 'Family Evaluation' game.

### **Workshop 1 – Draw a Family**

The task involves giving students a 'drawing prompt' with (e.g.) 5 minutes to draw. Once the 5 minutes are up, they receive a new drawing prompt, and so on. The drawing is only complete once all drawing prompts have been issued, so they should remember to leave space for all four drawing prompts.

Each student should have a piece of paper and markers or coloured pencils. Decide in advance how long they have to draw each element. Explain that the drawing will develop with each prompt, so it is important to leave room for more elements and a background.

This task can be carried out in various ways. Students can take turns deciding what should be drawn, or the task can be more teacher-led. You can create your own elements to be drawn or follow the instructions provided here.

Divide the students into five groups. It may be helpful for students to be seated in such a way so they cannot see each other's drawings. Explain that you will start each group off in turn. Start with Group A, giving them the first drawing prompt, then move to Group B, and so on. After a suitable time, go back to Group A and give the second drawing prompt, and so forth.

Example drawing prompt:

A:

- 1: Draw a family, taking up no more than half of the paper.
- 2: The family owns a pet; draw the pet.
- 3: The family is outside; draw a background showing where they are.
- 4: The family's home is visible in the background.

B:

- 1: Draw a rainbow family, taking up no more than half of the paper.
- 2: The family is doing something fun together; draw what this looks like.
- 3: The family has a friend visiting; draw the friend.
- 4: The family is outside; draw a background showing where they are.

C:

- 1: Draw a blended family, taking up no more than half of the paper.
- 2: The family is eating a meal together; draw what this looks like.
- 3: The family has two pets; draw the pets.
- 4: The family is a cosy place; draw a background showing where they are.

D:

- 1: Draw a nuclear family, taking up no more than half of the paper.
- 2: The family is celebrating a birthday; draw what this looks like.
- 3: Two close friends of the family are visiting; draw the friends.
- 4: The family is in the kitchen; draw a background showing what it looks like.

E:

- 1: Draw a family with a single parent, taking up no more than half of the paper.
- 2: The family has a bonus aunt visiting; draw the bonus aunt.
- 3: The family is out in a garden; draw a background showing what it looks like.
- 4: There are three animals in the garden; draw them.

Once everyone has finished drawing, it's suggested to break up the groups and arrange new ones, so that each new group includes a student from groups A, B, C, D and E. Give the students 5-10 minutes to show each other their drawings, taking turns to describe them. Walk around the groups and help them explain their drawings by asking questions about them.

Wrap up with a class discussion, talking about:

- What does a family look like?
- What does a rainbow family look like?
- What does a blended family look like?
- What does a nuclear family look like?
- How are the drawings from the same group different?

The students' drawings can be collected and exhibited in the classroom.

## **Workshop 2 - Draw your family**

This task can be done analogue or digitally. Students can draw their family members or bring photos of them. Consider beforehand if students should present their families to each other and what tools they will need.

We suggest that students work in small groups and make a presentation using the presentation game in MyFloor. Decide in advance how long the students have for the task and if they may need help from family to obtain pictures, etc.

Each student writes their name on a piece of paper and draws a circle around it. Then, the student draws large and small circles with their family members' names inside. Students decide themselves how the circles should look, which should be close to them and which should be further away, etc. It doesn't only have to be biological family members. It could also be a mother's good friend (called 'aunt'), or perhaps a foster family. The student might also want to include a pet in the drawing. There are no rules about biological ties, but students must be able to explain their choices.

When students finish their family bubbles, they can gather together in smaller groups of about four students. Ask them to create a presentation game where they present their work. A suggested format for a presentation could be:

- Use the presentation game to present your families.



# ACTIVE FLOOR

Jump 'n' Learn

- Use one slide per student to present your family.
- Use a blank background, or choose a picture of a place that you like.
- Insert the pictures as elements. Record a short story about each family member, so that when selecting an element, information about the person appears. For example: 'This is my brother; he goes to school and loves to play board games'.
- Help each other and check the game together to make sure everything works.

When students finish their presentations, play the games in class and discuss them together.