

Part 2: Me + My Family

This session:

- Recognises the important influence of family when we consider who we are and what makes us the kind of person we are.
- Explores different family traditions.
- Sees the children produce a family crest.
- Asks the children to interview an adult member of their family.

In advance of the session:

If you are a facilitator that knows the children well you may be aware of their family background. For all adult facilitators it is important to remember that families today are diverse, yet some children may be wary of having others comment or judge their family: perhaps they don't have contact with a parent, perhaps they live with their gran, they may live in two households, or with two mums.

It is important to frame this session with diversity in mind, and encourage children to think about families in the broadest sense, so a family is you (the child) and the other children and adults and pets that love and care for you, whether you live together or not.

The children will bring their sketchbooks and objects/photographs if they have not been photographed or scanned yet.

Set up:




You will need to establish part of the room as the studio.

Children will also need tables to work on.

You will need:

- A4 paper
- Pencils/pens/markers
- Scissors
- Family Tradition Template
- Family Interview Template
- Camera + photo studio equipment

Outline

<i>Time</i>	<i>Activity</i>	<i>Word Wall</i>
15-20 min.	<p>Newsround + Recap Open the session with a Newsround so that the children can share any bits of news that have happened since the group last met.</p> <p>The group has now met twice to talk about human dignity, children’s human rights, identity and pride. Review the activities the group has done so far and take a look back at their Identity Collages from last session.</p> <p>In this session we will be looking outwards to the people closest to us in life – our family – to see how they impact on our identity.</p>	
On-going	<p>Photo Studio As in the previous session, if the children have objects/photographs to photograph or scan, then they can be doing so while the rest of the group works on the following activities.</p>	
20 min.	<p>Who is my family? While we each have people that love and care for us, every family looks different. Some are big and some are small, some live nearby and others are spread out around the world.</p> <p>Who is your family? These may be the people that live in your house, or you might include grandparents, aunties and uncles or other family members who stay somewhere else, and close friends who you consider family.</p> <p>Ask the children to draw their families. They might choose to do a family portrait, a traditional family tree or a family cloud. Any way that they are comfortable expressing their family is fine.</p> <p>Examples:</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;">    </div>	

30 min.	<p>Family Traditions</p> <p>We get many things from our families. Some of these things might be obvious, like the colour of our hair and how tall we are, and others might be less obvious, like our interests and way of speaking. What do you get from your family? What do they teach you or do you teach them? What are your traditions?</p> <p>Using the Family Traditions Template, ask the children to think of a family tradition that is special to them and create a cartoon to depict the tradition. The boxes can be used to add a title and a description to the image.</p> <p>Some questions to get the children thinking of family traditions:</p> <ul style="list-style-type: none"> • Do you ever make things with your family? (e.g. making furniture with my dad or baking cookies with my gran) • How do you celebrate birthdays or holidays? (e.g. waking the birthday girl with breakfast in bed or playing board games after Christmas dinner) • Do you have annual activities you do as a family or holidays you take? (e.g. planting flowers in the garden on the first nice day in March or camping in the Highlands over the summer holidays) 	Heritage Tradition Beliefs
45 min.	<p>A Family Crest</p> <p>From what we have discussed so far, we will start to develop a family crest to represent our families. Crests, or coats of arms, date back to the 12th century when knights began using them as a way to identify themselves on their coats or shields. Throughout time, crests started to be used by different groups – universities, religious institutions, companies and families. Each crest was unique to the group it represented. (Find some examples of different crests to show the children.)</p> <p>Our crests will depict the members of our families. Ask the children who brings what to their families (e.g. My gran is artistic and paints a lot of pictures, my mum is generous and enjoys baking cakes, my dad is talkative and goes walking in the hills, my sister is secretive and likes listening to music and I am active and play the guitar).</p> <p>Once they have thought of interests/activities/traits that are unique to the members of their families, they should think of a symbol to represent each family member (e.g. a paintbrush for my gran, oven mitts holding a cake for my mum, a walking stick over a mountain for my dad, headphones for my sister and a guitar for me).</p>	Symbol

	<p>Using these symbols, the children will create a family crest. This can look like a traditional crest or you can encourage the children to think of a different shape to use to make their family crest unique. Also have them think of a family motto to include somewhere on their crest.</p> <p>When they have completed their family crests, ask the children to sit in a circle and share their work with the group.</p> <p>Examples</p>	
<p>10-20 min.</p>	<p>Family Interviews</p> <p>For the next session, the children will interview an adult member of their family – mum or dad, gran or granddad, auntie or uncle, family friend – using the Family Interview Template provided (or feel free to create one of your own).</p> <p>The same five questions from the peer interviews from Part 1 are included in the family interview, but there are also five blank spaces for the children to think up other questions to ask their family members. This can be done individually or as a group, but encourage children to think of questions that relate to the things you've been talking about in Me + Us so far.</p> <p>Asking family members questions related to Me + Us will encourage children to think about these topics in new and different ways. Remind them that these are to gain information about their family member's views, so questions should require more than a one word answer!</p>	
<p>15-20 min.</p>	<p>How is it going so far?</p> <p>This is a chance to review what you've done today – ask about the words on the Word Wall, their favourite activities, what they've enjoyed/not enjoyed.</p> <p>For next time, the children should complete their family interviews and bring their objects/photographs again if they were not able to take photos/scan them today. Encourage the children to keep looking for important items that they might want to include in their final self-portraits – the more variety they have, the easier their self-portraits will be.</p>	

This session requires the following Me + Us props or resources:

- Family Tradition Template
- Family Interview Template