

## Relationships: Who Is In My Family?

### OBJECTIVES:

1. Identify people who are part of your family.
2. Describe the role or contribution of each family member.

### HANDOUTS:

1. *Building A Strong Family*
2. *My Family Wheel*
3. *Take Home Message for This Session*

### ITEMS NEEDED FOR THIS EDUCATIONAL SESSION:

- Materials to make a personalized table tent with their name on it (card stock paper, markers, stickers, magazines, glitter pens, glue and scissors)
- Handout materials for participant workbooks—be sure to make extra copies of the handout *My Family Wheel* for the participant to take home for others to complete
- Scrapbooking materials
- Flipchart and markers
- Pencils and pens

## GETTING STARTED

Write participant responses to the discussion questions on a flipchart.

*In the last session, you examined your past experiences and identified the challenges you've had and the strengths you've developed. Before we start on today's lesson, let's talk about the goals you thought about at the end of the last session:*

- *Did you think about the goal you set for yourself? Did you tell others close to you about your goal and share your scrapbook page showing your goal?*
- *Did you take any small steps towards achieving your goal? What were they? Did they work well? Did you see yourself making progress toward your goal or goals?*
- *Did the magnetic frame message help you to remember your goal and the steps towards achieving it?*
- *What personal resources did you count on in working toward your goal (e.g. personal determination, love for your child, intelligence, good communication skills, etc.)?*
- *What difficulties did you face in taking this step toward your goal?*
- *Any other things you learned?*

Have participants make a table tent with their name on it with the art materials provided. Next, have them introduce themselves and share why they decorated their table tent the way in which they did.

## ACTIVITY:

### Introduction to the Session

*Today we are going to discuss what it means to be a family. What words or ideas do you think of when you hear the word "family?" (Write the ideas on a flip chart.)*

*Each of us defines family differently. We might think of "family" as including our children, our parents, our siblings, or our aunts and uncles. This definition describes the family into which we're born.*

*We may also think of "family" as including our girlfriends or boyfriends, our wives or husbands, our friends, our neighbors, or the people in our places of worship. This definition of family refers to the family that we make for ourselves.*

*No matter who we include in our family, we all share one thing: family includes people we love and who love us, and to those we are connected through shared history and experience. When people are not related but still choose to form a family, this is called an "intentional family." Being able to identify all members of your family and how each plays a role in your life is important because it helps you to make your family stronger.*

### **ACTIVITY:** **My Family**

Write the answers to the following questions on the handout, **Building a Strong Family**:

- The people in my family are...
- My family is important to me because...
- My family helps me to...
- I help my family to...

Turn to the person next to you, introduce yourself, and talk about your answers with each other. If another important person, such as your baby's other parent, came with you, share your answers with each other.

**Discussion:** (When participants finish discussing their responses in pairs, ask them to reflect on their discussion using these two questions. Summarize the participants' responses on flip charts):

1. How are your families like each other? What do your families have in common?
2. In what ways was your family different or unique from other people's families? What are the differences?

### **ACTIVITY:** **My Family Wheel**

Using the handout **My Family Wheel** in your workbook, map out the people in your family. Write your name in the center circle. In the smaller circles connected to the larger one, write down people you consider to be in your family. They may be people who are members of your immediate family or your extended family. They may also include people that you are not related to but to whom you feel a special connection.

Under each person's name, list one thing that person brings to your child's life. We will be looking at your family wheel again in later lessons. We just wanted you to start thinking about your family.

Let's look together at your family wheels:

- What kind of people did you include in your family?
- How are you related to these people? (Answers might include people related by blood, marriage, friendship or church/faith.)
- How did you decide whether or not someone was in your family? (Answers could include: known them a long time, helps me and takes care of me and my baby, has been there for me in good times and bad times, have a lot in common, go to church together, celebrate holidays and special occasions with them.)
- Did you notice that our families do not include people with whom we have a casual or business relationship with, like a landlord or doctor or a store clerk?
- What kind of support have these people given you? (Love, encouragement, money, advice)
- What kind of support have you given these same people? (Love, encouragement, money, advice)
- If your child could choose his or her family, who would he or she choose?

After looking at all the answers on the flip charts, would you add anyone to your family and the kind of support they give you? Take a minute now to add this information to your sheet. Were you surprised by other people's answers?

## ACTIVITY: Designing a Workbook Cover

Have each participant create a workbook cover that reflects what his or her family means to him or her. Couples can create one cover together, if they wish.

If time permits, you can also have participants prepare a scrapbook page using the Family Wheel information. If time does not permit preparing this page in class, you can have them complete it as homework.

## HOMEWORK:

Have participants bring in any photos of their family to add to the workbook for the next class period. If their partner did not attend with them, encourage them to have either their partner or other family members complete the **My Family Wheel** activity and to discuss together. Also, have them ask these family members to give input on the workbook cover.

Lastly, have participants take a minute to complete the **Take-Home Message** for their magnet.

## CLOSING:

*Today we identified what people make up our families and what specific roles they play in our lives. Each person is important and adds value to our lives. Let's let them know in some small way that they are truly appreciated by you and that you like having them in your family.*

Summarize the key points covered in the lesson.

- *Our families include people we are related to by blood or by a shared history or experience. They are those with whom we feel a strong and long-term commitment.*
- *Each of us identified different people who make up our family. These people give us support and we support them.*
- *Telling those in our family that we appreciate their support is an important step towards building a strong family.*



# Building A Strong Family

These are the people in my family ...

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My family is important to me because ...

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My family helps me to ...

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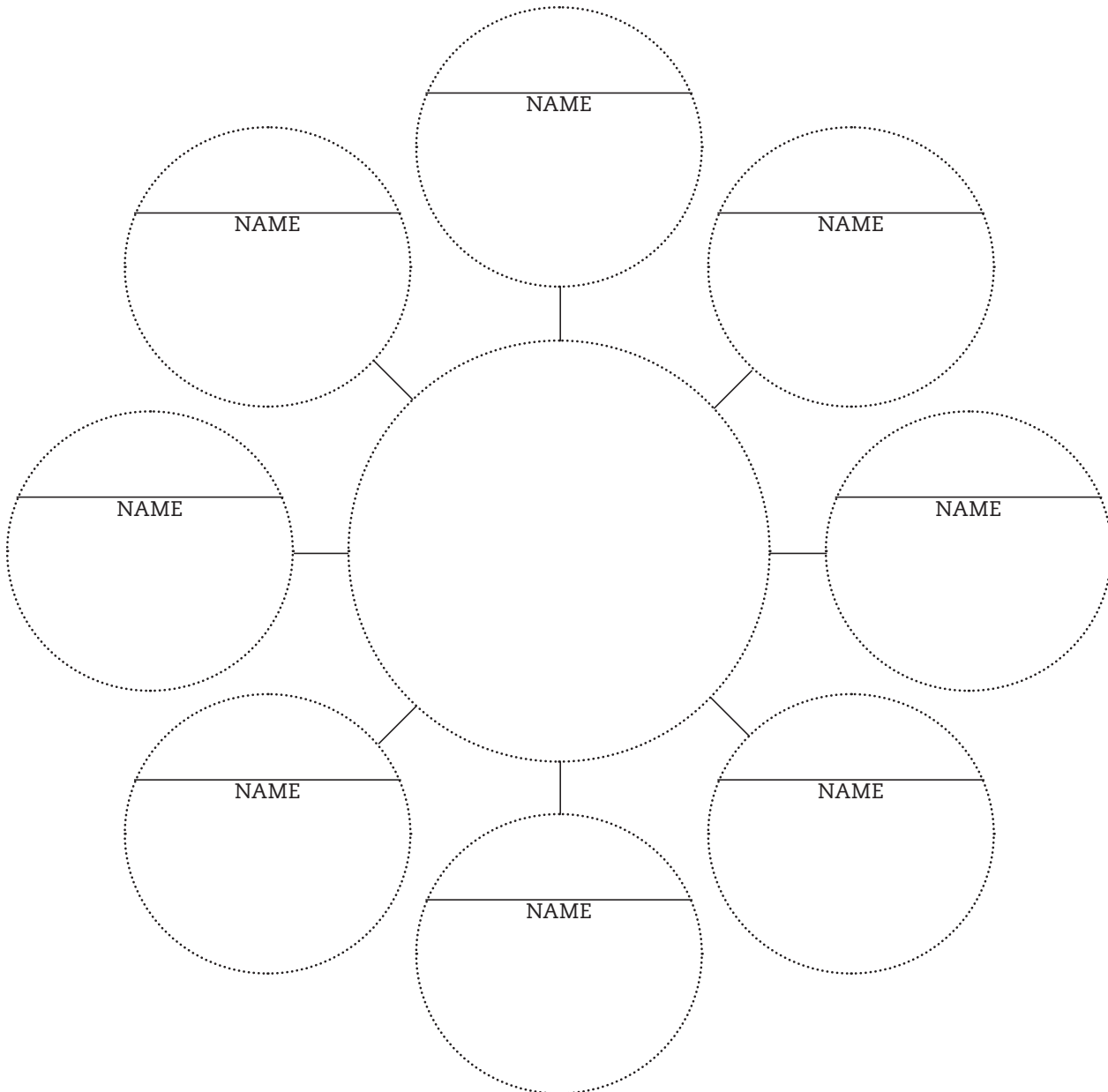
I help my family to ...

.....

.....

.....

# My Family Wheel



# Take Home Message for This Session

**Directions:** Think of one step you will take before the next session and write it down in the space provided. In addition, write down the time, date, and location of the next session.

**It takes a WHOLE COMMUNITY  
to raise ONE CHILD. It takes ONE  
FAMILY to make a difference in this  
COMMUNITY. It takes ONE PERSON  
to make a difference in this FAMILY.**

My Action Steps:

.....  
.....

The Next Session:

.....  
DATE  
.....  
TIME  
.....  
LOCATION

