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FAMILY

INTRODUCTION : 5 MINS

The students start their education at home. They learn, observe and develop skills from their own home. This chapter introduces them to the type of families and concept of families, diversity in family types, ideas about relationships, simple family tree.

OBJECTIVES :

- Students will be able to identify their family members.
- Students will be able to identify the relationship between their family members.
- Students will be able to observe the similarities between their family members.
- Students will be able to appreciate the work done by their family members.
- Students will be able to tell the customs followed by their family members.

RESOURCES :

Chalk, blackboard, play cards, chart paper, print outs.

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PREREQUISITE :

BEGINNER :

Recognize the name of the relationship that they commonly use at home.

ADVANCE :

To be able to name all the relationships in the family, their customs and to be able to differentiate between nuclear, joint and extended family.

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PRE ASSESSMENT

There are names for the relationship we share with others in a family. Word cards are made for each of the relationships. The students can be asked to hold any of the cards and tell the name of that person in their family. The students can also be asked to match the English word to the appropriate word in their mother tongue for each of the relationships.

The pdf of the play card will be attached.

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ACTIVITY 1

OBJECTIVE OF THE ACTIVITY : To analyze the relationship the student shares with others in the family.
The teacher has the share the following format to the student and ask the student to fill the table.Later, explain them the concept of nuclear , joint and extended family.

FAMILY MEMBERS	DO THEY LIVE WITH YOU?	IF NOT, WHERE DO THEY LIVE?	REASONS FOR NOT LIVING WITH YOU	OCCASION ON WHICH YOU MEET
FATHER				
MOTHER				
BROTHER				
SISTER				
GRANDFATHER				
GRANDMOTHER				
UNCLE				
AUNT				
COUSINS				

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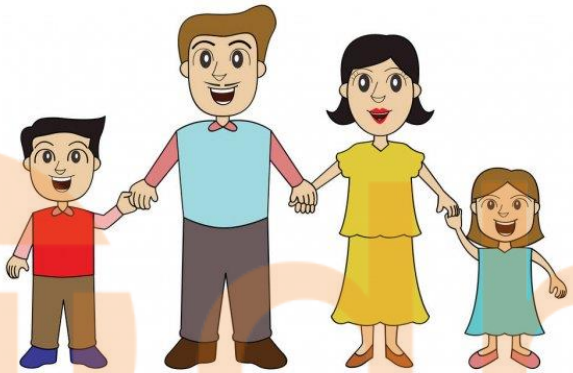
Nuclear family

A family with couple (parents) and children.



Extended family

A joint family that includes relatives also.

Joint family

A family with couple(parents), children and grandparents.

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ACTIVITY 2 : ROLE PLAY

- The teacher may choose a few students to enact how their father or mother or sibling talk or laugh or sing.
- Divide the students in small groups.
- Students should come group by group and perform the activity.
- Other students should observe the differences.
- The teacher can ask the students whether resemble or are similar to anybody in family.

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ADVANCE

A graphical representation can be charted regarding the things that are same and different about families. This can be shared with the class. Fill the below table :

	Questions	*Your family*	*Friend's family*	*Neighbour's family*
1.	Since how many years has your family been staying here?			
2.	Where did your family live before coming here?			
3.	How many members are there in your family today?			
4.	How many members were there in your family 10 years ago?			
5.	What were the reasons for the changes in your family in the last 10 years?			
6.	How do you feel about all these changes?			

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ACTIVITY 3 :

Using different-colored markers, plot on a map transparency the birthplaces of grandparents. The map will readily show migration patterns among students' grandparents over their lifetimes.

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ACTIVITY 4 :

Invite to class older adults who reside in different housing arrangements (own house, senior housing, apartment, nursing home).

Arrange an intergenerational discussion group around such topics as: advantages and disadvantages of age-segregated housing; affordable housing for all ages; and what it is like living alone, living with one's grown children and living in a nursing home.

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POST ASSESSMENT

Have students plan their own retirement homes. Where and with whom would they like to live when they are older? Why?

GUILDLINES FOR THE VOLUNTEER

- Go through the activities thoroughly.
- Get print outs of the maps, play cards and other print out materials.
- For group activities, divide the students in a group of 4 members.

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