OBJECTIVES

Students will
- Demonstrate an understanding and respect for differences in family units and customs
- Discuss the influence and relationships of parents and peers
- Describe changes in stages of life

MATERIALS

- Worksheet “Family Points of View”
- Question box

ACTIVITIES

1. Brainstorm the various types of family units
   A. You and the people with whom you live
   B. Two-parent families
   C. Single parent families
   D. Step or blended families
   E. Adoptive families
   F. Foster families
   G. Extended families
2. Discuss how parents influence
   A. Choices
   B. Values
   C. Habits
   D. Preferences (food, activities)
   E. Others
3. Discuss the following questions:
   A. How do peers influence choices?
   B. How can the two influences be in conflict?
   C. Which influence is stronger?
   D. How can conflicts be resolved?
4. Discuss the various stages of a child’s life within the family and describe the ways family relationships change
   A. Baby – totally dependent
   B. Toddler – needs to explore in a safe environment
   C. Entering school – other influences beginning to influence
   D. Now – spending more and more time with friends outside the home environment
5. As students grow and change, relationships with parents change also. It helps to understand their point of view.
   A. Complete the “Family Points of View” and then discuss in class.
B. Seek a resolution to the differing points of view that may arise between parents and child. *Remind the students that they should try to see the issues from their parent's point of view.*

6. **Exceptional Education Inclusion Activity**
   
   A. Make a collage of pictures of families found in magazines. Discuss what they have in common and what is different.
   
   B. Role-play how responsibilities change as a child gets older.
   
   C. Role-play using the situations on the child’s view, parent’s view on “Family Point of View” worksheet.
   
   D. Role-play ways to grow mentally, emotionally, and socially.
# FAMILY POINTS OF VIEW

Directions: Read the situation listed in each box. Using your point of view and your parent’s point of view, fill in the second and third box for each situation.

<table>
<thead>
<tr>
<th>SITUATION</th>
<th>CHILD’S VIEW VIEW</th>
<th>PARENT’S VIEW</th>
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<tbody>
<tr>
<td>Your parents will not let you go to a rock concert.</td>
<td></td>
<td></td>
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<tr>
<td>Your parents complain that you spend too much time on the phone.</td>
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<tr>
<td>Your parents always bug you to let them know where you are.</td>
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<tr>
<td>Your parents want you to get your homework done before TV or play-time.</td>
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<tr>
<td>Your parents ask you many questions about where you go, your friends, and what you do.</td>
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