



## FAMILY TREE

- ✓ Students draw diagrams of the structures of their families. They question each other about their families, leading to an awareness of how their cultures shape the concept of *family*.
- ✓ To help students get started, teacher draws a sample family tree on the blackboard. Teacher encourages creativity in designing students' own trees.
- ✓ Teacher participates in this exercise along with students.
- ✓ If all students are from one culture, this exercise can still be effective as it allows them to become aware of their perceptions of *family*.
- ✓ Then, students ask each other questions about their families. It is important to keep students on the topic.
- ✓ Teacher leads a discussion on the subject of families. Suggested focal questions:
  - When you use the word *family*, whom do you include?
  - Where were your parents, grandparents and great-grandparents born? (This question can reveal diversities and similarities among different cultures, or within one culture.)
  - Do you think the size of your family is common in your culture? Are some families smaller or bigger in your culture?
  - Is the way your family lives and relates similar to most other families in your country? In what ways is it similar or different?

- ✓ In the discussion, teacher should especially watch for an assumption that EVERY family in a particular country relates in the same way. Sometimes this assumption can stifle students from the same country who have a different familial background.
- ✓ As a concluding exercise, each student makes a statement based on the objectives of the exercise. Teacher uses a clear focus question, such as: What did you learn about your view of your family? OR Why are there differences in the way families are structured?