

Lesson 1

Family Roles and Responsibilities

Purpose: Students will define what it means to be a family and identify the roles and responsibilities they associate with the idea of family.

1. The teacher will ask students to help put together a collage of pictures of Peruvian families. She will supply the materials, including a) poster or butcher paper, b) glue, tape, or sticky tack and c) ready-to-stick pictures*. These may be gathered from books, magazines, the Internet, or personal collections. All students should have an opportunity to participate. Asking students to help allows them to be creative and gives them an opportunity to view the pictures up close. This is a sensory introduction to the theme of the entire unit, and it activates their “family” schema, getting them ready for the mental tasks to come. When all pictures have been attached, students should come up with a title for the collage*. (10-15 minutes)
2. What is a family? Who is part of a family? The teacher will initiate such questions and ask students to work in small groups to come up with answers. The ideas of nuclear and extended family will likely surface. While circulating through the groups, the teacher might add other questions for thought. Does family always mean a mom, a dad, and one or more children? What other kinds of families are there? (5 minutes)
3. A class discussion will follow, and students will work together to develop a mutually accepted definition of family. (5 minutes)
4. What are the responsibilities of the members of a family? The teacher will pose this question and allow a few more minutes of brainstorming in small groups before calling another classroom session, in which all ideas will be written on the board. (5-10 minutes)
5. Students and teacher will work together to categorize the various ideas and create some sort of chart, graph, or picture that summarizes more succinctly the different ideas with regard to family responsibilities that surfaced in the brainstorming session. (5 minutes)
6. The teacher will offer to show another picture (pyramid) that she thinks also has something to do with family responsibilities. She will briefly explain Maslowe’s Hierarchy of Needs* and ask the class to help her define or give examples of each of the needs. She will then ask the class the following questions. Can the institution of “family” help the individual to meet some of these needs? If so which ones? How? Give examples. And finally, is it the responsibility of a family to provide these things? If so, to what members of the family does the responsibility belong? Students may work in small groups first, or the teacher may choose to do this as a whole-class activity. (10 minutes and up)
7. Journal assignment: Choose at least two of the needs listed on Maslowe’s Hierarchy and explain how your family helps you to meet those needs.

*Students can be asked to bring in a picture of their own family over the next few days, to help create another collage that depicts families from the native country. Students should also think of a title for this collage.

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