

TOPIC #6: Family Dynamics

Teacher Resource



Name _____ Period _____ Date _____ Score _____

WHAT IS A FAMILY? - TEACHER KEY

1. A family is: AN INDIVIDUAL OR A GROUP OF PEOPLE BONDED BY MARRIAGE, _BLOOD, OR OTHER MEANS WHO HAVE ESTABLISHED A HOUSEHOLD_____
2. A family is people caring __ABOUT EACH OTHER AND SHOWING IT_____
3. A family is people __GIVING_____ and __RECEIVING_____ love.
4. A family is people __LAUGHING_____ and __CRYING_____ together without feeling ashamed.
5. A family is people reaching out to __EACH OTHER AND NEIGHBORS AND _____ FRIENDS_____
6. A home is a haven where one's basic _PHYSICAL___ and _EMOTIONAL___ needs are met.
7. A family is a unit wherein __CHARACTER_____ is developed through the help and love of other family members.
8. The family is the __BASIC_____ __UNIT_____ of society.

There are many types of families. Four of these are:

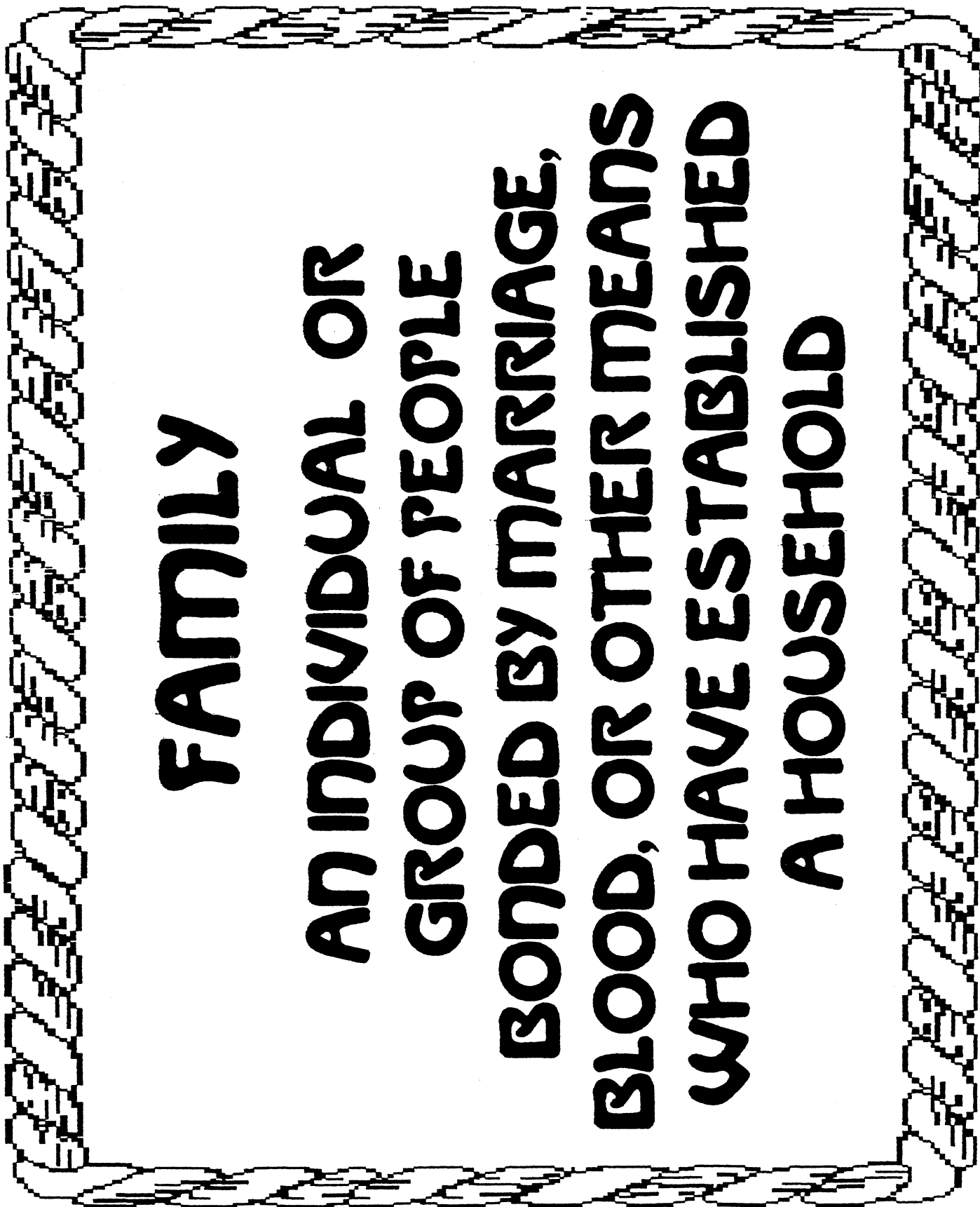
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|-------------------------------|----------------------------|
| 1. __NUCLEAR/TRADITIONAL_____ | 4. __SINGLE PARENT_____ |
| 2. __EXTENDED_____ | 5. __CHILDLESS COUPLE_____ |
| 3. __BLENDED_____ | 6. __SINGLE ADULTS_____ |

You are an important part of your family!

On the back of this paper, list ten (10) reasons why YOU are an important part of your family.



FAMILY
AN INDIVIDUAL OR
GROUP OF PEOPLE
BONDED BY MARRIAGE,
BLOOD, OR OTHER MEANS
WHO HAVE ESTABLISHED
A HOUSEHOLD





FAMILY TYPES

NUCLEAR/TRADITIONAL: **Mother, father, children**

EXTENDED FAMILY: **One or more parents, children,
and grandparent or other relative**

BLENDED FAMILY: **Two parents with children from
previous families; children
together (or any combination)**

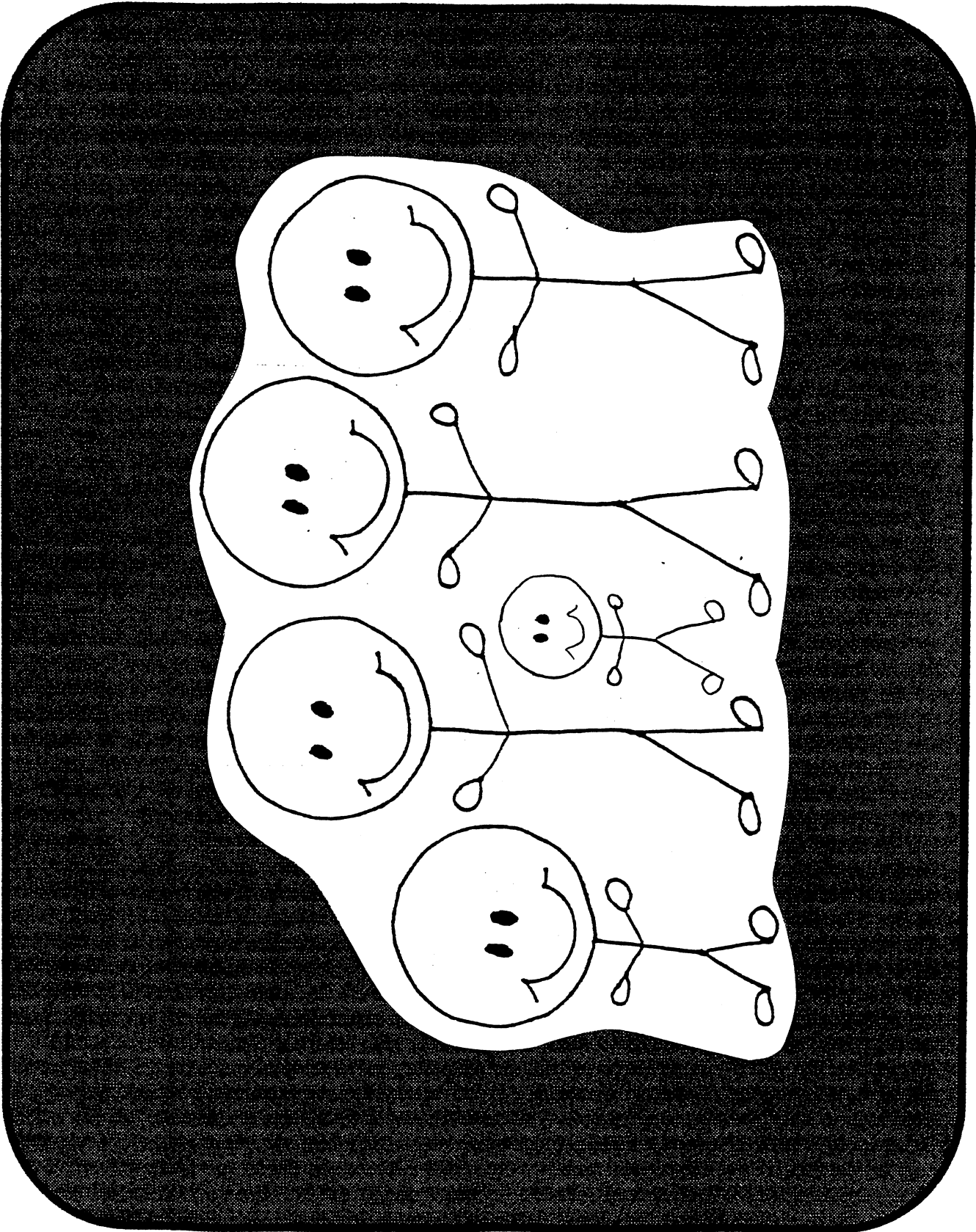
SINGLE PARENT FAMILY: **One parent and children**

CHILDLESS COUPLE: **Couple with no children**

**SINGLE ADULT(S)
FAMILY:** **Single adult(s) living together or
alone**

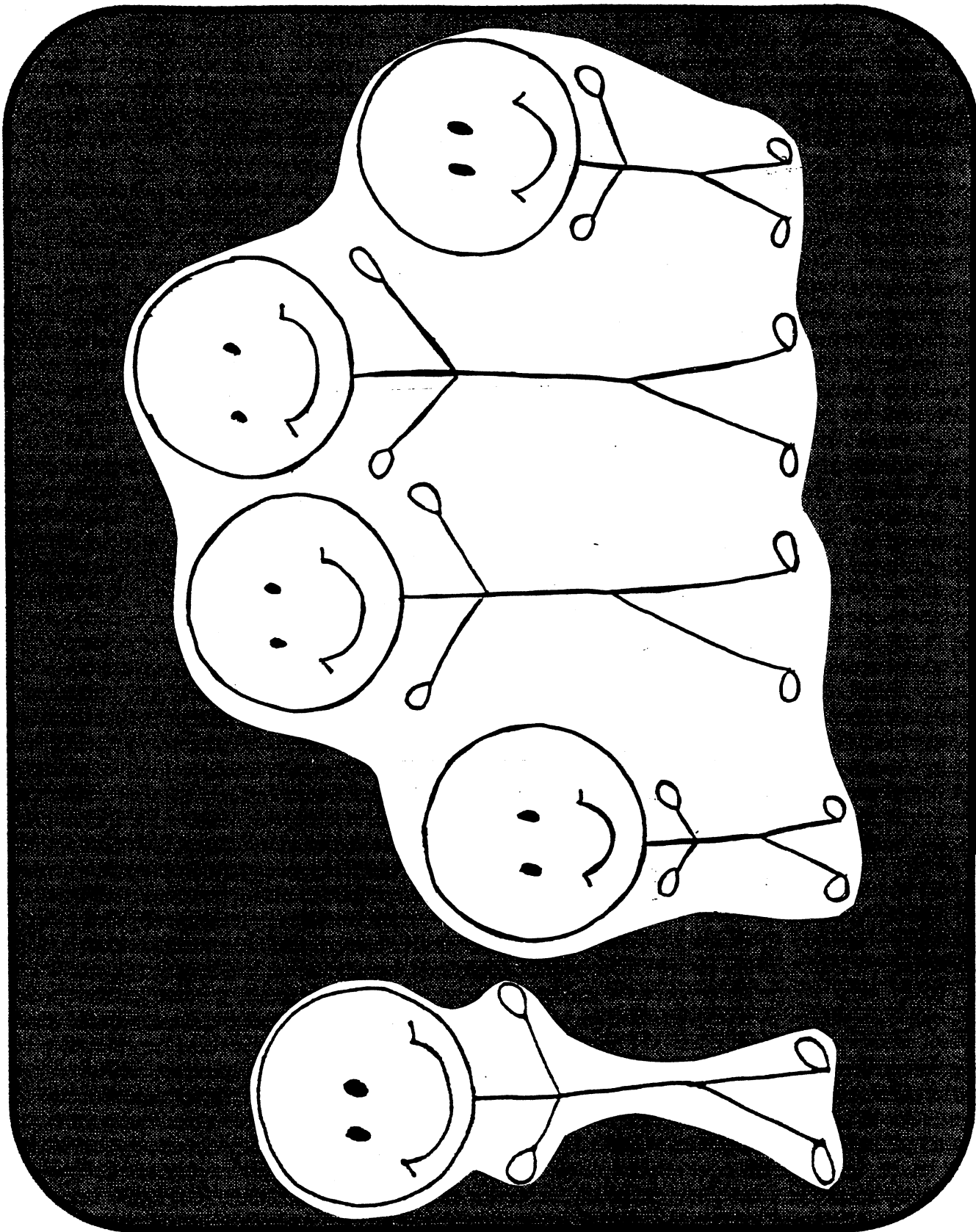


TRADITIONAL FAMILY



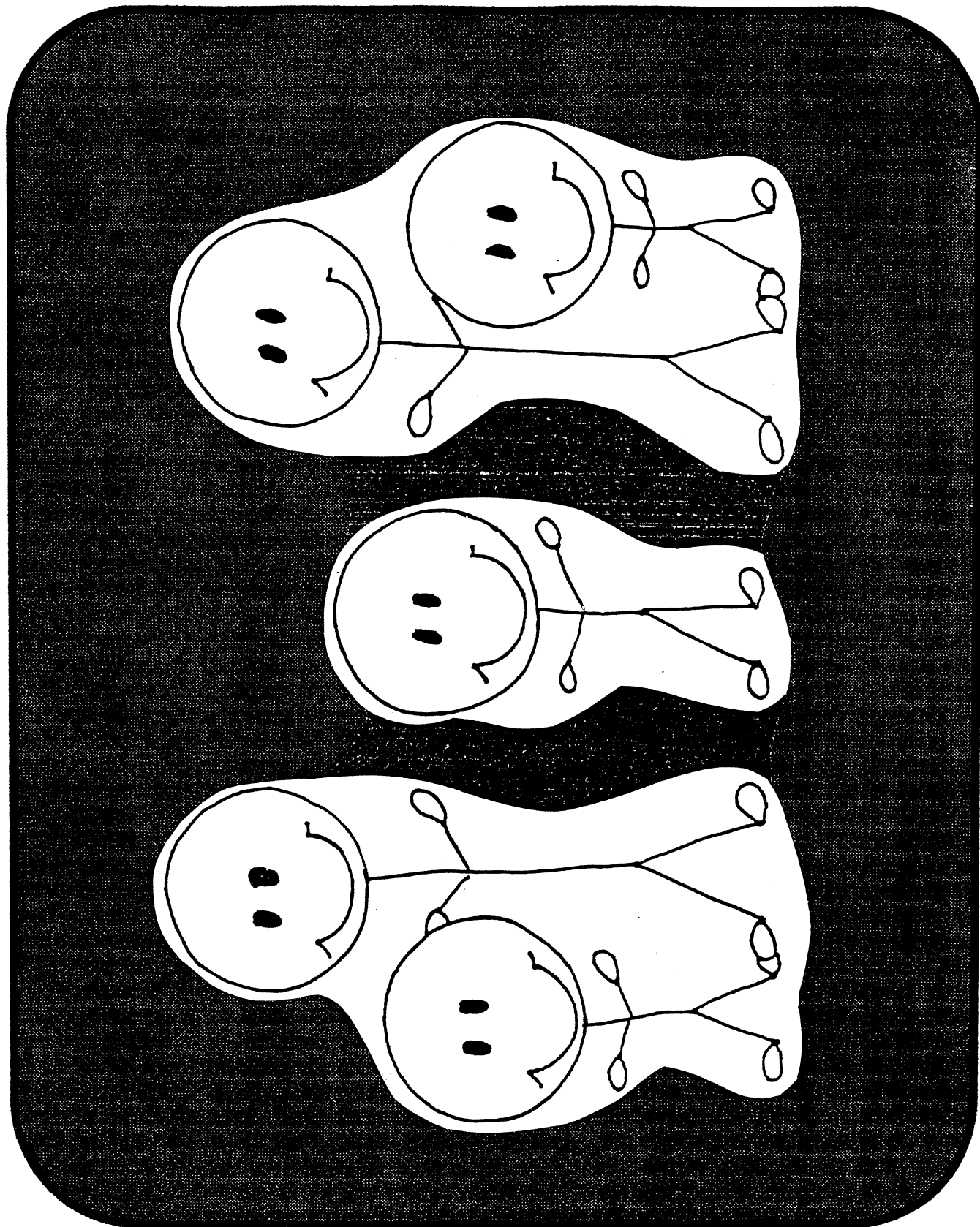


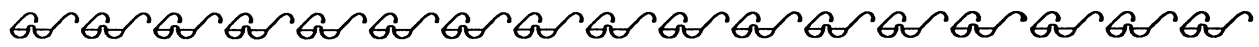
EXTENDED FAMILY



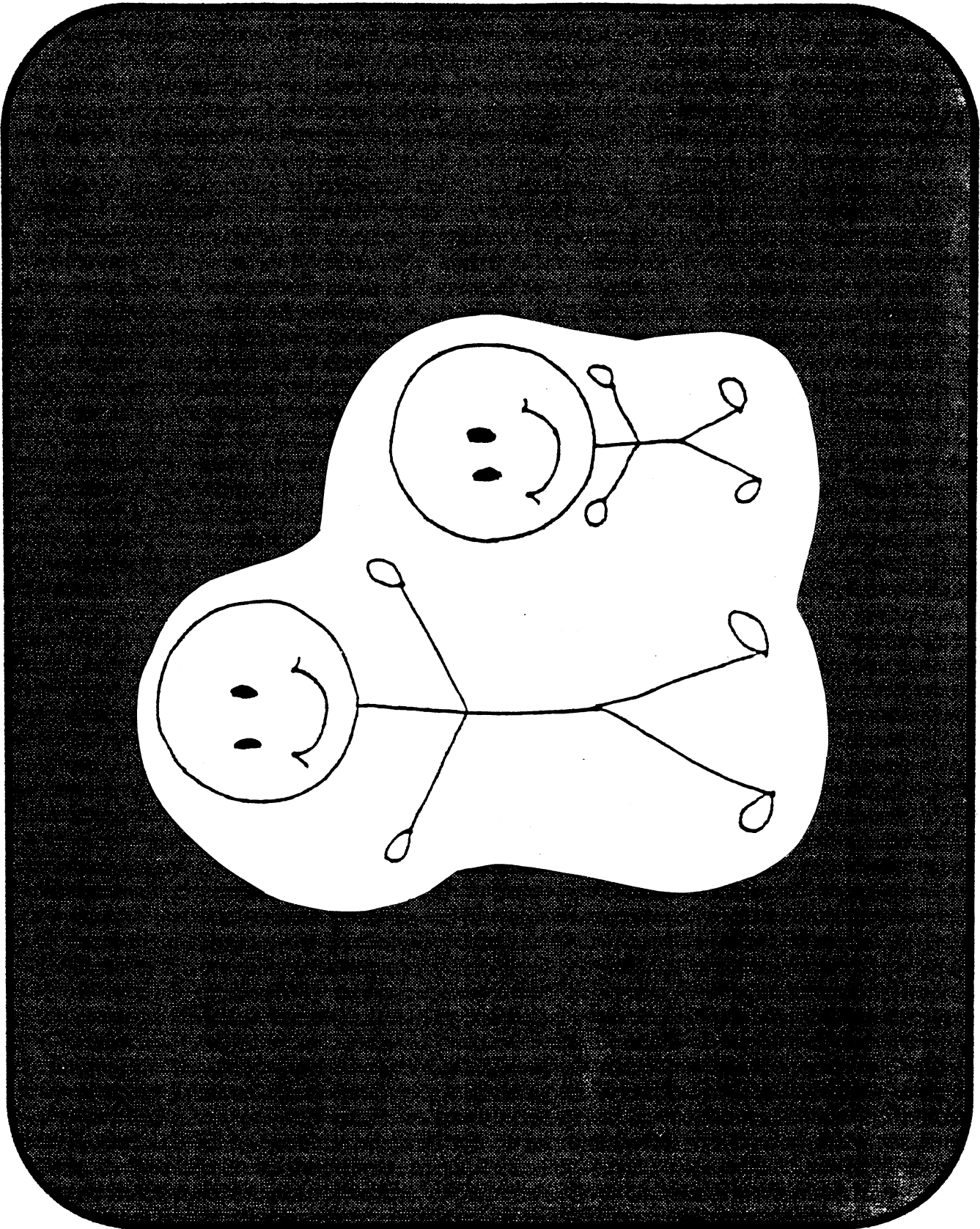


BLENDED FAMILY



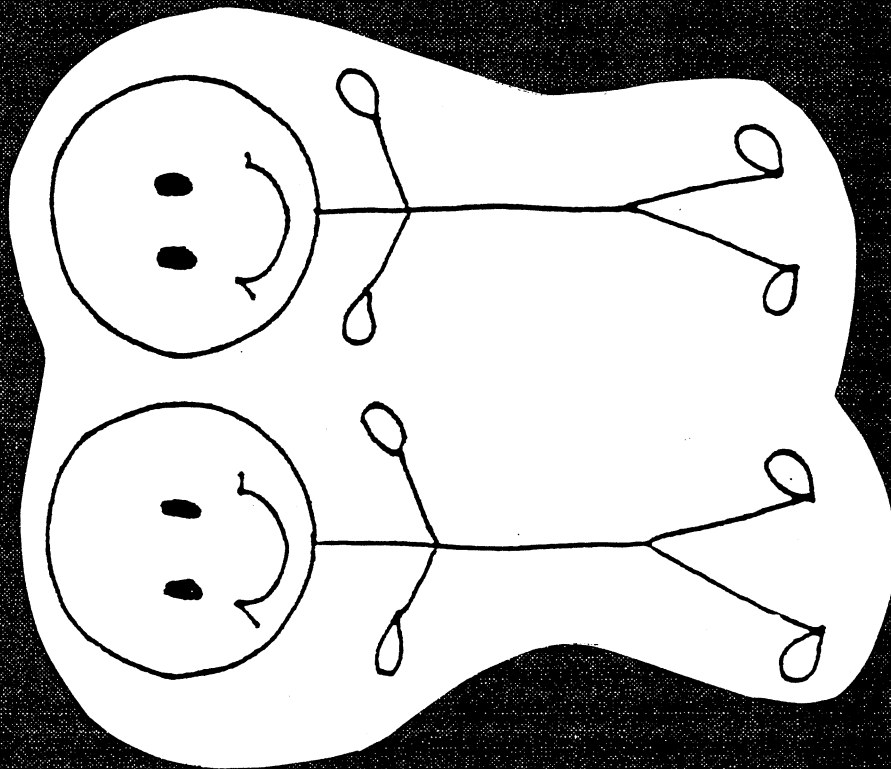


SINGLE PARENT FAMILY



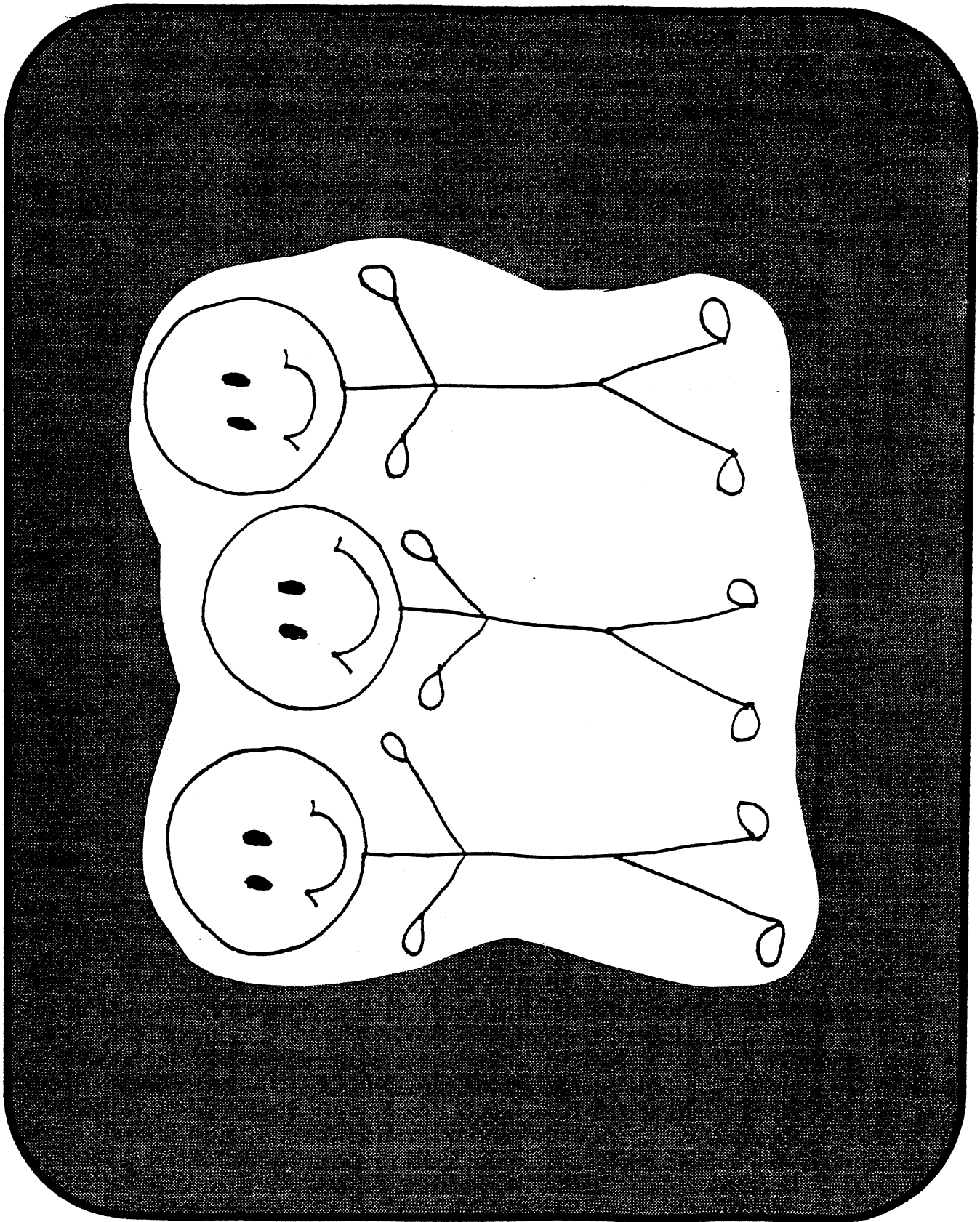


CHILDLESS COUPLE



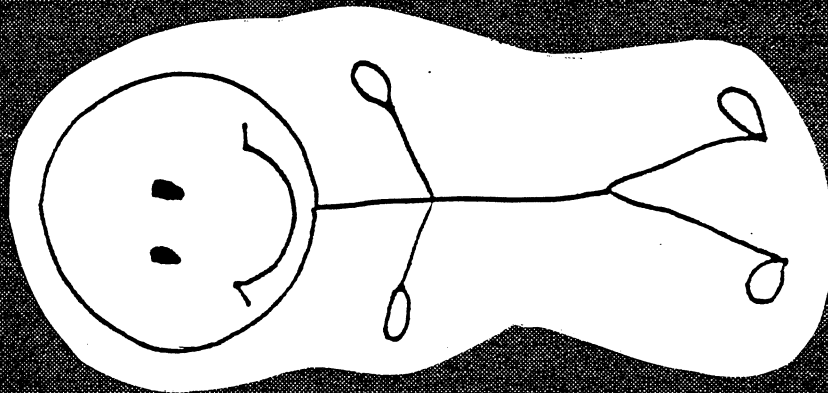


SINGLE ADULTS FAMILY





SINGLE ADULT





FAMILY TYPES
(For Student Family Drawing)

NUCLEAR/TRADITIONAL: Mother, father, children; mother works.

NUCLEAR/TRADITIONAL: Mother, father, children; father works.

NUCLEAR/TRADITIONAL: Mother, father, children; both parents work.

EXTENDED FAMILY: Mother, father, children, grandparent; both parents work.

BLENDED FAMILY: Two parents with children from previous families; one child together; both parents work.

BLENDED FAMILY: Two parents with children from previous families; one child together; one parent works.

SINGLE PARENT FAMILY: One parent and children.

CHILDLESS COUPLE: Couple with no children; both persons work.



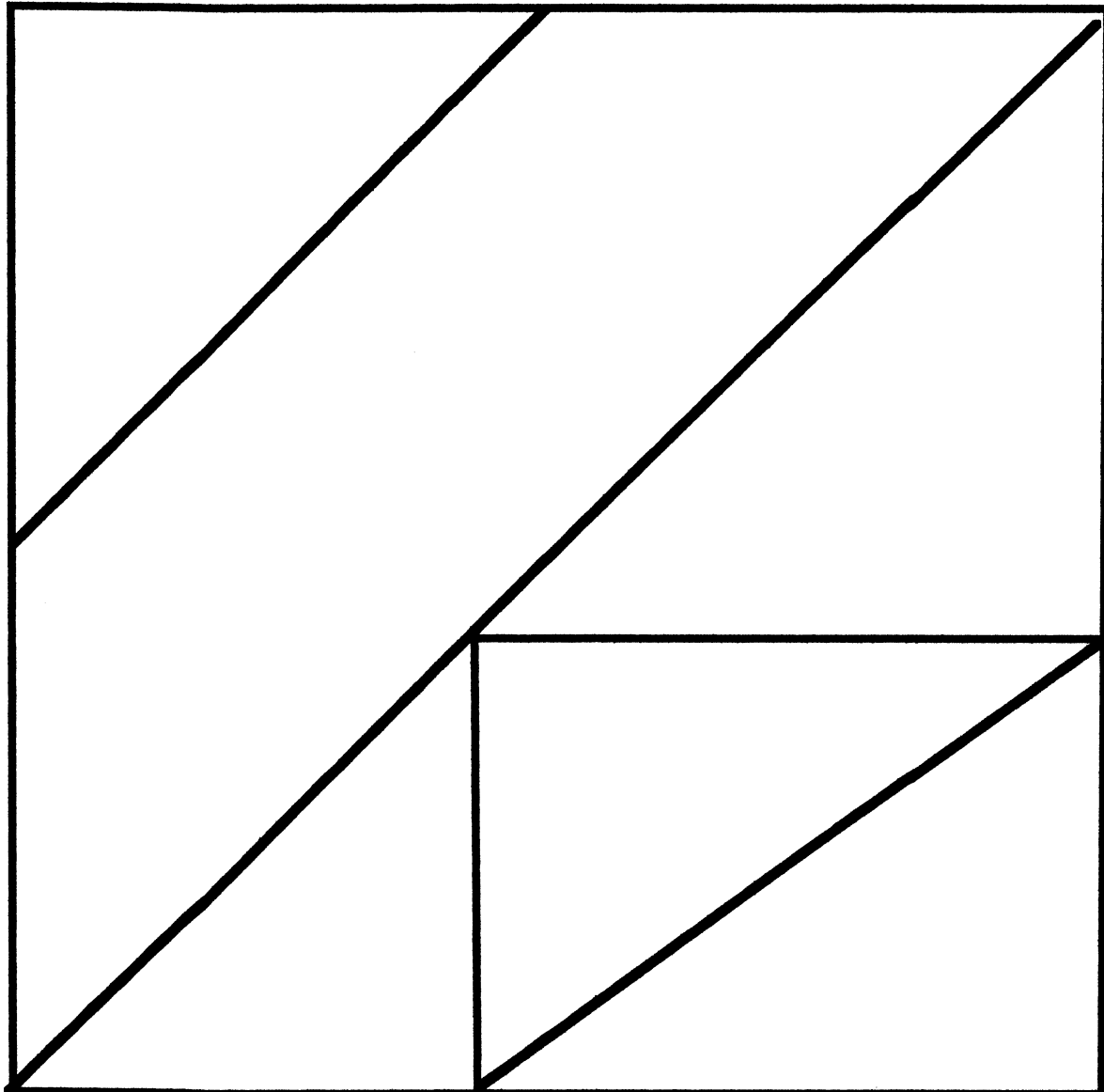
CUT SLITS HERE TO PUT FLAG OVER POLE

"FAMILY FLAG PATTERN"

7" x 9"

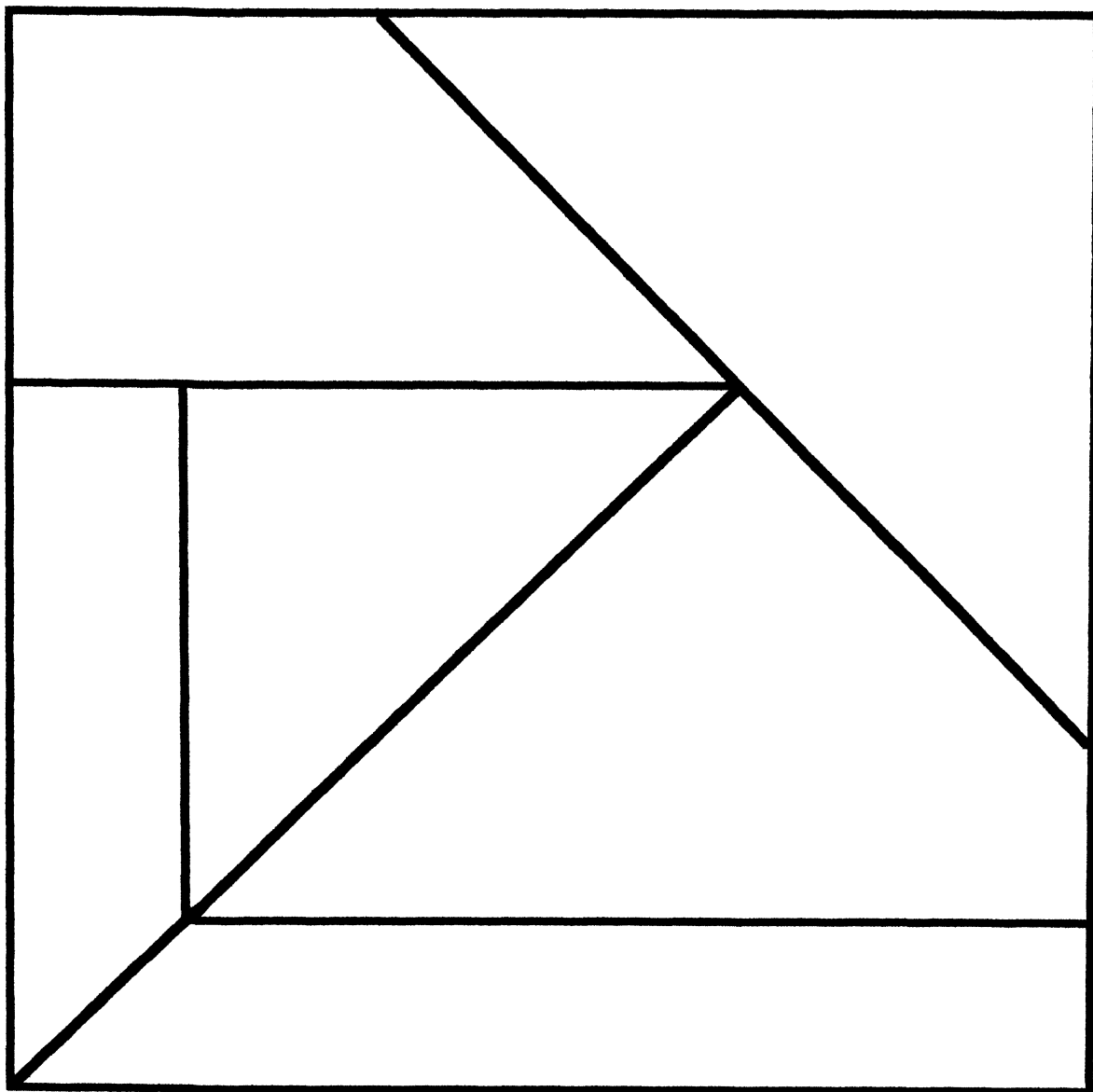
TOPIC #6: Family Dynamics

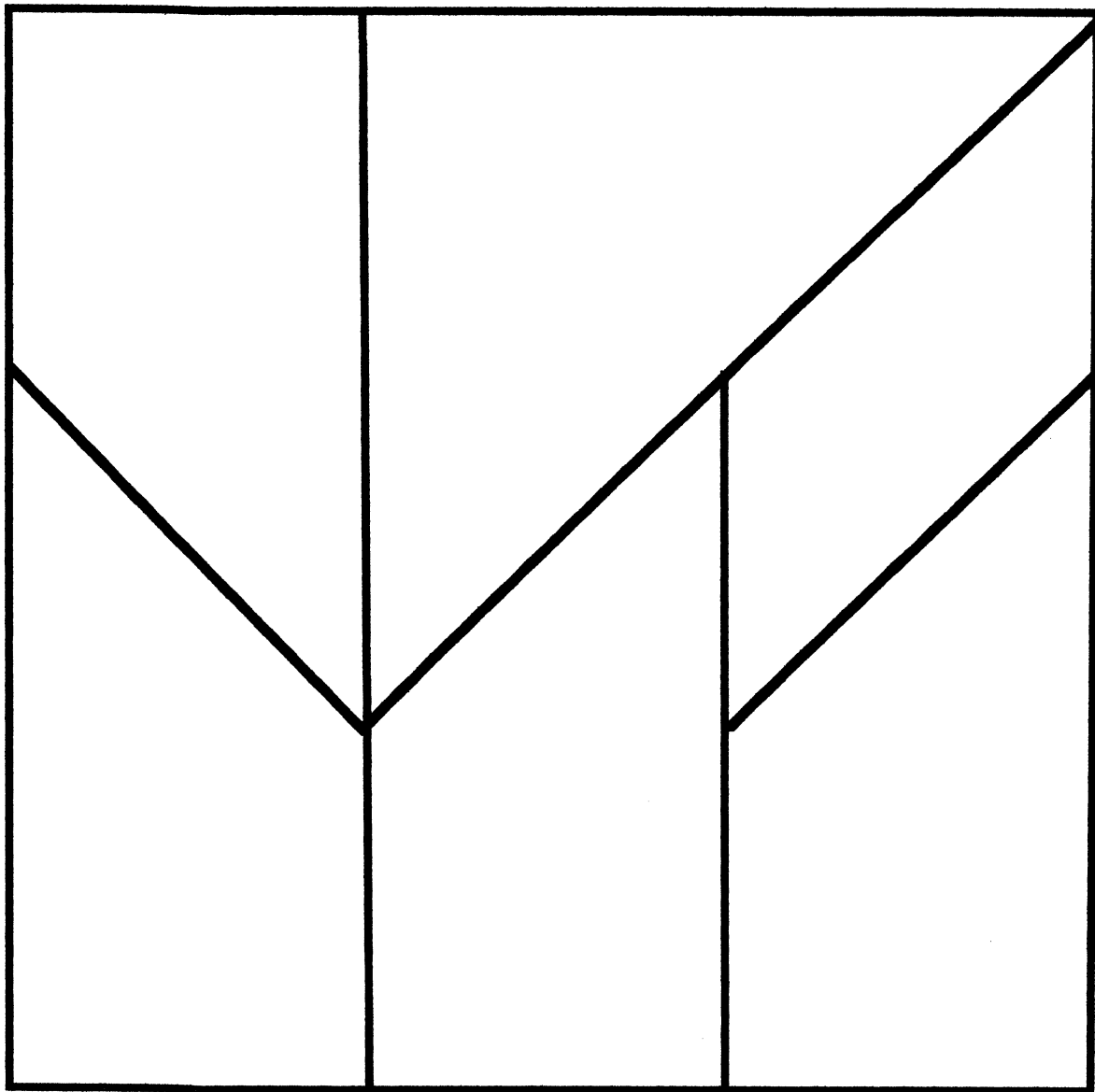
Teacher Resource



TOPIC #6: Family Dynamics

Teacher Resource







"RED LIGHT" AND "GREEN LIGHT" COMMUNICATION TECHNIQUES

RED LIGHT #1: "You" Messages

"You" messages are often used to blame someone else for the way we feel or accuse someone of doing something. This is usually done by beginning the conversation with a "you" message, such as "You make me mad," or "You are a dummy." This makes the other person feel bad, makes them defensive, and creates poor communication. It is much better to express how you feel by using an "I" message rather than blame others for your feelings. The teacher should provide some examples of the two types of messages so the students can understand that "I" messages encourage communication rather than block it.

Example: If you are angry with your brother for losing your comb, instead of saying "You are so stupid," express yourself with an "I" message such as "I am angry because you lost my comb." Using the following instances, have the student's practice using "I" messages to communicate their feelings.

There are two basic parts of an "I" message and they are:

1. Say how you feel: "I feel....."
2. State what happened: "When you....."

Either part can be stated first, but it is better to start with the "I" part if possible.

Role play situations:

- a. Your parents nag and yell at you in front of your friends.
- b. Your sister borrowed your bike and now it has a flat tire.

Red Light # 2: "Authority" Messages

This type of communication technique includes giving advice, directing, forbidding, and ordering or commanding. It doesn't really leave any room for conversation or two way communication; e.g., the communication stops when one person has finished. (Their word is final.) It does not allow the other person to participate. Consequently, the person spoken to resents the message and/or the behavior and probably doesn't really receive the message. "Shared decisions" is a much more effective way of communicating.

Example: Student: "I wanted to tell you why I didn't get my homework done last night."
Parent: "I told you that you shouldn't go to the school and work on the float. Next time I'll just put my foot down and won't let you go, and then you can get your homework done on time."

Role play situations:

- a. Every day you fight with your brother over which video to watch.
- b. The family has decided to go camping for your vacation this year. You wanted to go to Disneyland.



"RED LIGHT" AND "GREEN LIGHT" COMMUNICATION TECHNIQUES - PAGE 2

Red Light #3: "Blaming" Messages

This communication technique is when a person will not accept any share of the responsibility for the problem; e.g., it is always someone else's fault. This is a very common "Red Light" technique because people are hesitant to admit their own mistakes. It is usually much easier to communicate when each person is willing to take some part of the blame ("shared blame"), and, consequently, each person feels better about the other.

Example: Joe and Sam are playing baseball in the back yard. Joe hits the ball through Mrs. Holmes' bedroom window. Sam could put all of the blame on Joe since Joe hit the ball. After talking it over, Joe and Sam decide to go together to talk to Mrs. Holmes about the window. They both agree to work for Mrs. Holmes in her yard for two weeks.

Role play situations:

- a. You and your brother are playing tag in the front room and knock over the lamp and break it.
- b. It is report card day and you have some bad grades on your card.

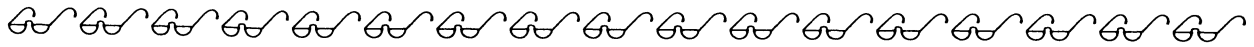
Red Light #4: "Know-It-All" Messages

This is when a person tries to share his/her feelings and problems with someone else, and the listener immediately tells the speaker he/she knows "just what the speaking is talking about" and doesn't let the person finish. No matter what is said or told, the listener already knows it! Consequently, the listener makes the speaker feel pretty stupid and wish he/she hadn't tried to share with the other person. "I Can Learn From You, Too" messages are received much more easily and willingly.

Example: Student: "I didn't have time to do my home chores last night."
Older sibling: "Everyone has time to do what they want to do. It's your own fault for not doing first things first."

Role play situations:

- a. You have a problem with your parents and don't know what to say, but your friend always acts like he/she knows exactly what to say and how to say it.
- b. Your lab partner does not know much about using a microwave oven, and you've had one at your house for a several years. He/she needs some help.



**"RED LIGHT" AND "GREEN LIGHT"
COMMUNICATION TECHNIQUES - PAGE 3**

Red Light #5: "Tuned-Out" Messages

This type of communication technique occurs when the listener simply doesn't listen to what's being said. He/she is so engrossed in his/her own thoughts that he/she doesn't pay attention to what the speaker is saying. Often times the listener's focus is on himself/herself to the point he/she doesn't even hear what's being said. "Tuned-In" messages are when the listener is very attentive and shows that he/she understands what the speaker is really saying.

Example: Student: "I can't seem to do anything to please my mother anymore. I don't know what's wrong, whether it's me or if she's having a problem."
Friend: "Yes, your mother is really a nice lady. I wish she was my mother."

Role play situations:

- a. You weren't invited to your friend's birthday party and your feelings are hurt. You want to tell your mother about your feelings.
- b. You are telling your friend about a new game you received for your birthday and he/she is telling you about his/her plans for the coming weekend.

Red Light #6: "Put-Down" Messages

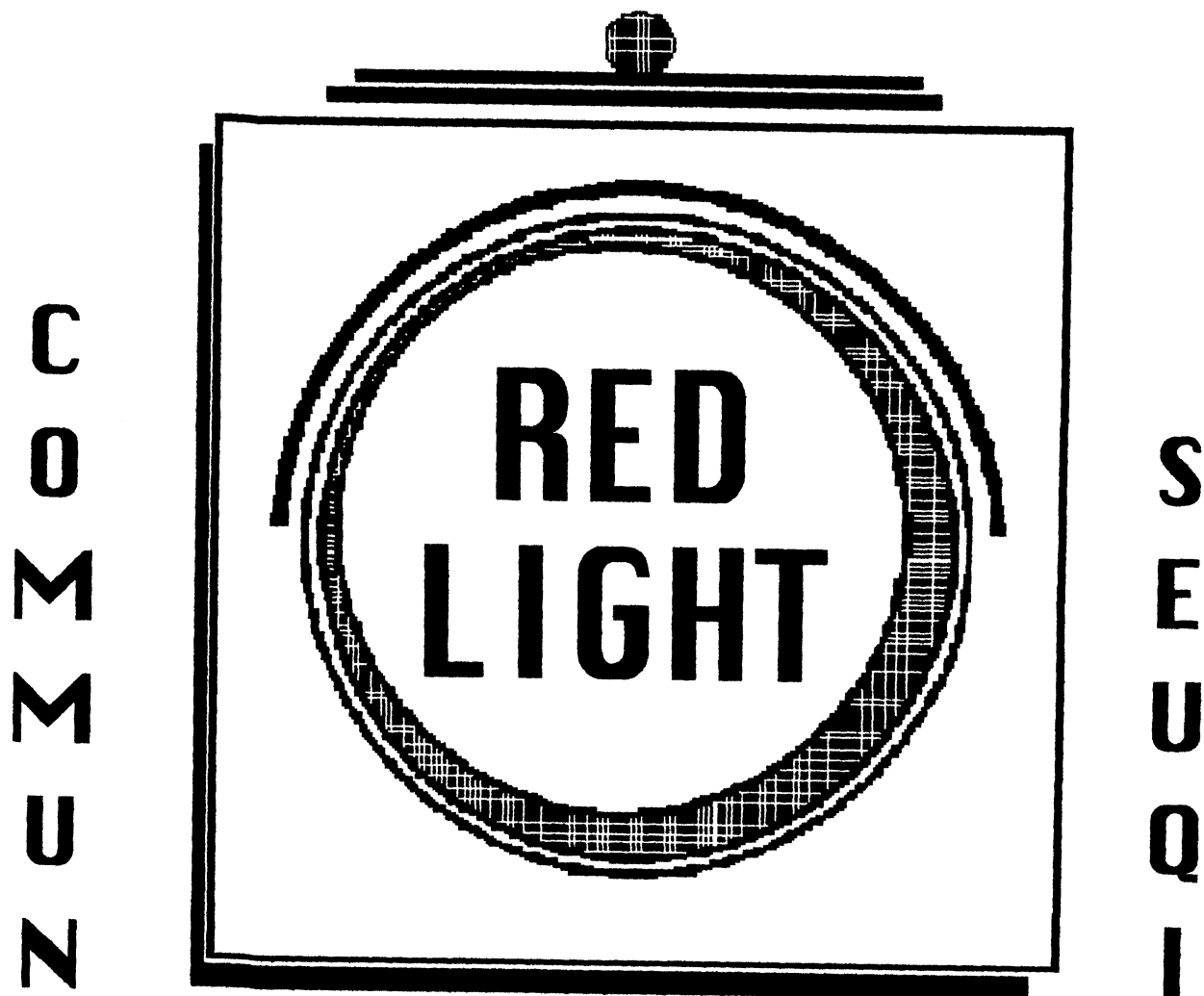
"Put-Down" messages are used to put each other down. They tear down other family members' self-concepts and block the possibility of warm feelings. Even when we are teasing, "Put-Down" messages can hurt a lot. It is far better to spend our energy giving "Build-Up" encouraging messages to other family members and to our friends.

Example: Son: "Oh no, Mom, where did you get that ugly dress? You're not really going to wear that, are you?"

Role play situations:

- a. Your sister just got a new hair style and it looks funny.
- b. Your friend, Charlie, has his sweater buttoned wrong.

SUMMARY: There are many ways of blocking communication between family members. There are also positive ways of helping communication between family members. Since we are in charge of our bodies and our minds, we choose which type of communication we use. The kind of messages we send to other family members either helps or hinders the relationships and atmosphere of our home.



COMMUNICATION SEQUENCE

**BEHAVIORS THAT
STOP
EFFECTIVE COMMUNICATION**



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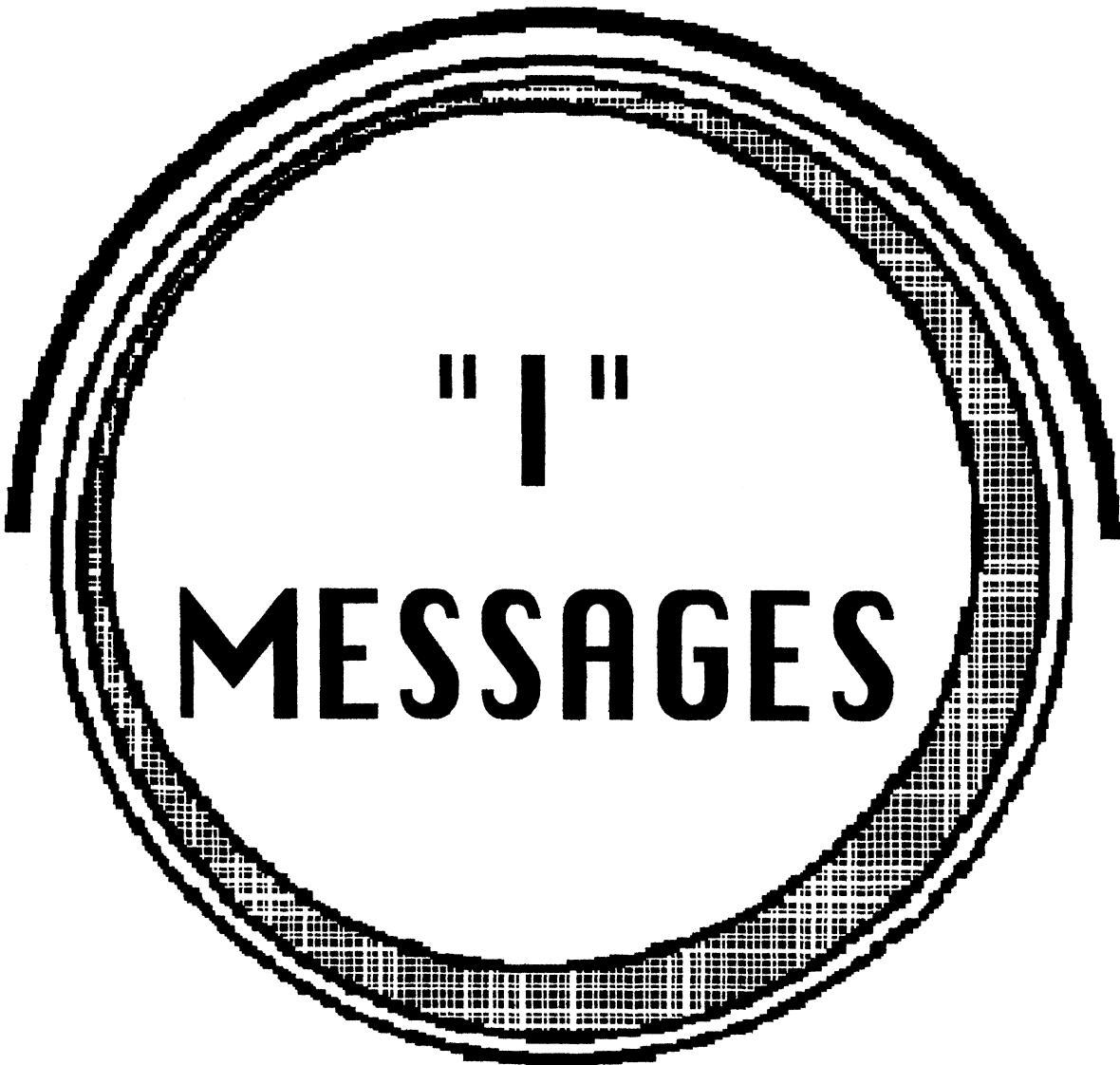
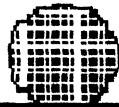
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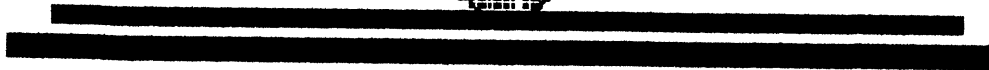
I C A T I O N T E C H N

**BEHAVIORS THAT
ENCOURAGE
EFFECTIVE COMMUNICATION**



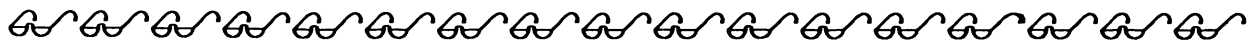
"YOU"
MESSAGES





**"AUTHORITY"
MESSAGES**

A large, stylized circular graphic with a thick, multi-layered border. The innermost circle is solid black, followed by a white ring, and then a larger circle with a dense grid or dot pattern. The text "AUTHORITY" and "MESSAGES" is centered within the white ring. The entire graphic is enclosed within a large, thick black rectangular frame.



**"SHARED
DECISION"
MESSAGES**

A large, stylized circular graphic with a thick, textured border. The text "SHARED DECISION" and "MESSAGES" is centered within the circle in a bold, sans-serif font. The word "SHARED" is on the top line, "DECISION" is on the middle line, and "MESSAGES" is on the bottom line. The entire graphic is enclosed within a thick black rectangular border.

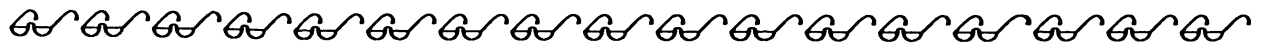


**"BLAMING"
MESSAGES**

A large, stylized circular graphic with a thick, multi-layered border. The innermost circle is filled with a fine grid pattern. The text "BLAMING" and "MESSAGES" is centered within the circle in a bold, sans-serif font. The entire graphic is enclosed within a thick, solid black rectangular border.

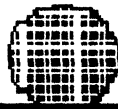
A large, stylized circular graphic with a thick, multi-layered border. The innermost circle is filled with a fine grid pattern. The text is centered within this circle.

**"SHARED
BLAME"
MESSAGES**



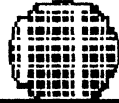
**"KNOW-IT-ALL"
MESSAGES**

A large, stylized circular graphic with a thick, multi-layered border. The innermost circle is filled with a fine grid pattern. The text "KNOW-IT-ALL" is written in a bold, sans-serif font across the top, and "MESSAGES" is written in a larger, bold, sans-serif font across the bottom. The entire graphic is enclosed within a thick, solid black rectangular border.



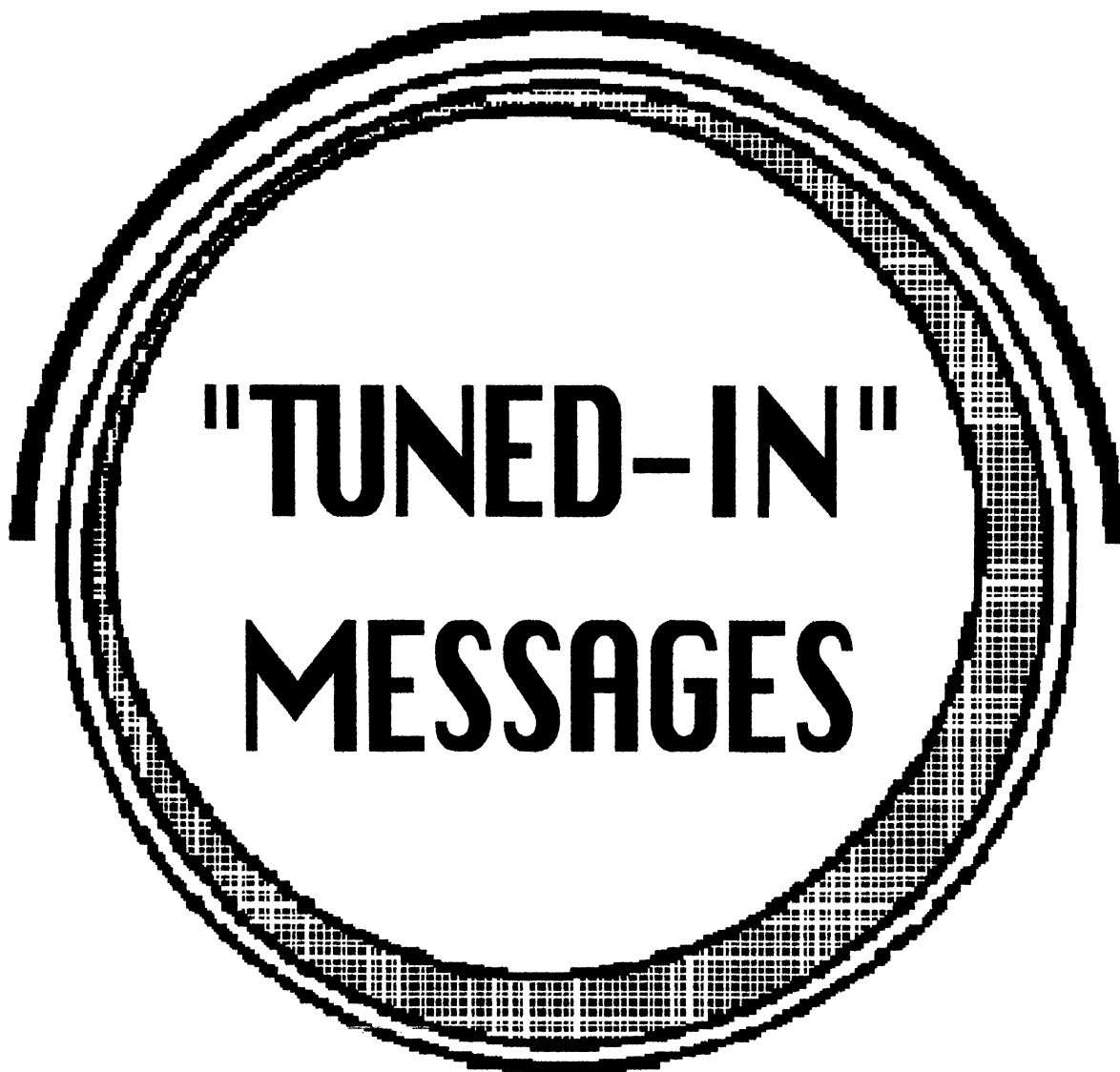
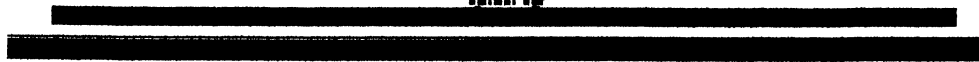
**" I CAN LEARN
FROM YOU, TOO "
MESSAGES**

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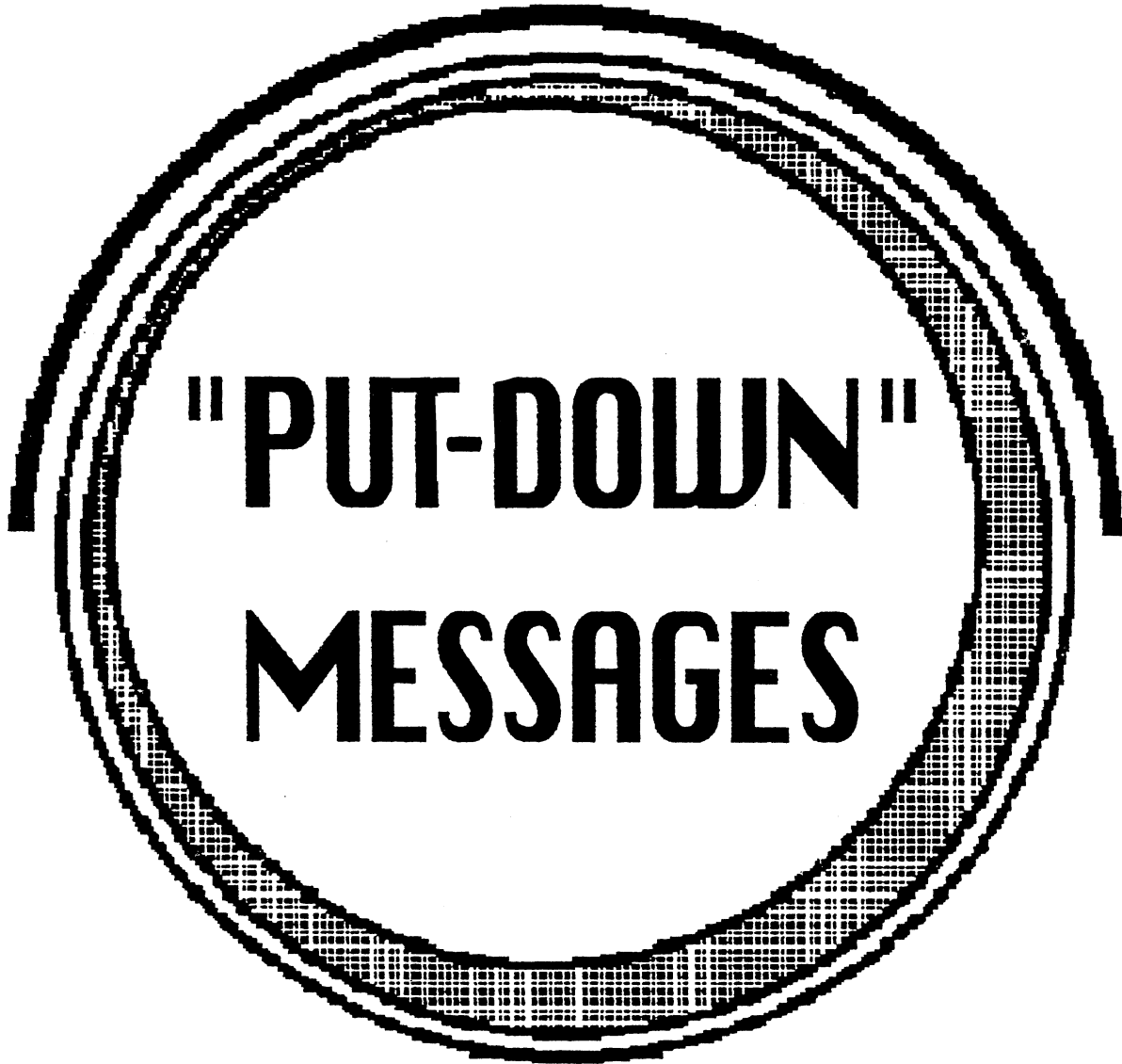
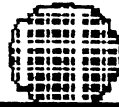
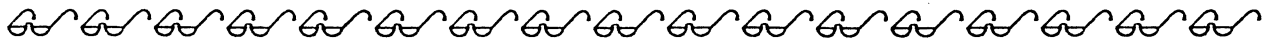


**"TUNED-OUT"
MESSAGES**

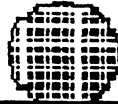
A large, stylized circular graphic with a thick, multi-layered border. The innermost circle is filled with a fine grid pattern. The text "TUNED-OUT" and "MESSAGES" is centered within the circle in a bold, sans-serif font.



"TUNED-IN"
MESSAGES



**"PUT-DOWN"
MESSAGES**



**"BUILD-UP"
MESSAGES**

A large, stylized circular graphic with a thick, multi-layered border. The innermost circle is filled with a fine grid pattern. The text "BUILD-UP" and "MESSAGES" is centered within the circle in a bold, sans-serif font.



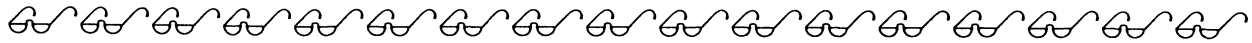
THE "NO-LOSE/WIN-WIN" METHOD

- 1. WHAT IS THE PROBLEM?**
- 2. WHAT ARE MY FEELINGS ABOUT THE PROBLEM?**
- 3. HOW DO I ADD TO THE PROBLEM?**
- 4. HOW DO OTHERS ADD TO THE PROBLEM?**
- 5. HOW OR WHAT CAN WE CHANGE SO THAT EVERYONE IS SATISFIED?**



"THE NO-NAME FAMILY COUNCIL"

The No-Name family had a problem. No one would work together to get anything done. Everyone was going in a different direction—bugging each other by many of the things they did. So they set up a family council. This council was held every week, at the same time and place. No one had to come, but whether they were there or not, they had to abide by the rules the council made. Needless to say, they all tried extra hard to be there each week. The parents weren't the boss; everyone took a turn at taking charge of the meetings. One person acted as secretary to write down the decisions that were made. The meetings were very orderly because they had a code of rules they followed. One rule was that before you could complain or gripe about anything, you had to have a suggestion to improve the problem. Then you could ask other family members for more suggestions. The rules made at family council were effective until the council changed them; no one person could change any decision made by the council. Anyone could discuss anything that bothered them. In this way, the family worked together. Everyone had a voice in setting up the rules, so they had to abide by them. Everyone felt that the system was fair and made their family stronger than it had ever been before.



FAMILY COUNCIL CONCERN #1

A brother and a sister argue constantly over which TV show to watch. The brother likes to watch one thing, and the sister wants to watch something else. She keeps changing the station after he has started watching a program. The mother is tired of the arguing.

FAMILY COUNCIL CONCERN #2

Tom's parents are very upset about the grades he got on his report card. They are angry he didn't tell them that he was having trouble in his classwork. He was afraid they would be angry if he told them.

FAMILY COUNCIL CONCERN #3

Mother has just found a new job. She thought the children would help more with the housework. Father is tired of the dirty house. The children feel their mother is always nagging about housework.

FAMILY COUNCIL CONCERN #4

Jennifer has been invited to a boy-girl party. She really wants to go, but her parents feel she is too young.



FAMILY COUNCIL CONCERN #5

Troy's parents want him to go with them to visit a great-aunt on her birthday. He feels that she is old and boring. He would rather spend the afternoon with friends.

FAMILY COUNCIL CONCERN #6

Natalie's father says she should go to bed at 9:30 p.m. She thinks she is old enough to decide when to go to bed. He says he is tired of having to take her to school because she oversleeps and misses the bus.

FAMILY COUNCIL CONCERN #7

Grandfather lives with your family. He is old and doesn't feel well. The children are tired of having him yell at them. They don't like to bring friends home anymore because he gets so upset. Their mother always defends the grandfather's viewpoint.

FAMILY COUNCIL CONCERN #8

Travis is 8 years old and needs help with his homework. Family members have been taking turns helping him. Often he doesn't work very hard, and they feel he wastes their time.



FAMILY COUNCIL CONCERN #9

Brandi, age 13, has been asked to go to a high school dance by a boy who is 16 years old. Her parents refuse to let her go. She's afraid that if she tells him "no" the boy won't ask her for a date again.

FAMILY COUNCIL CONCERN #10

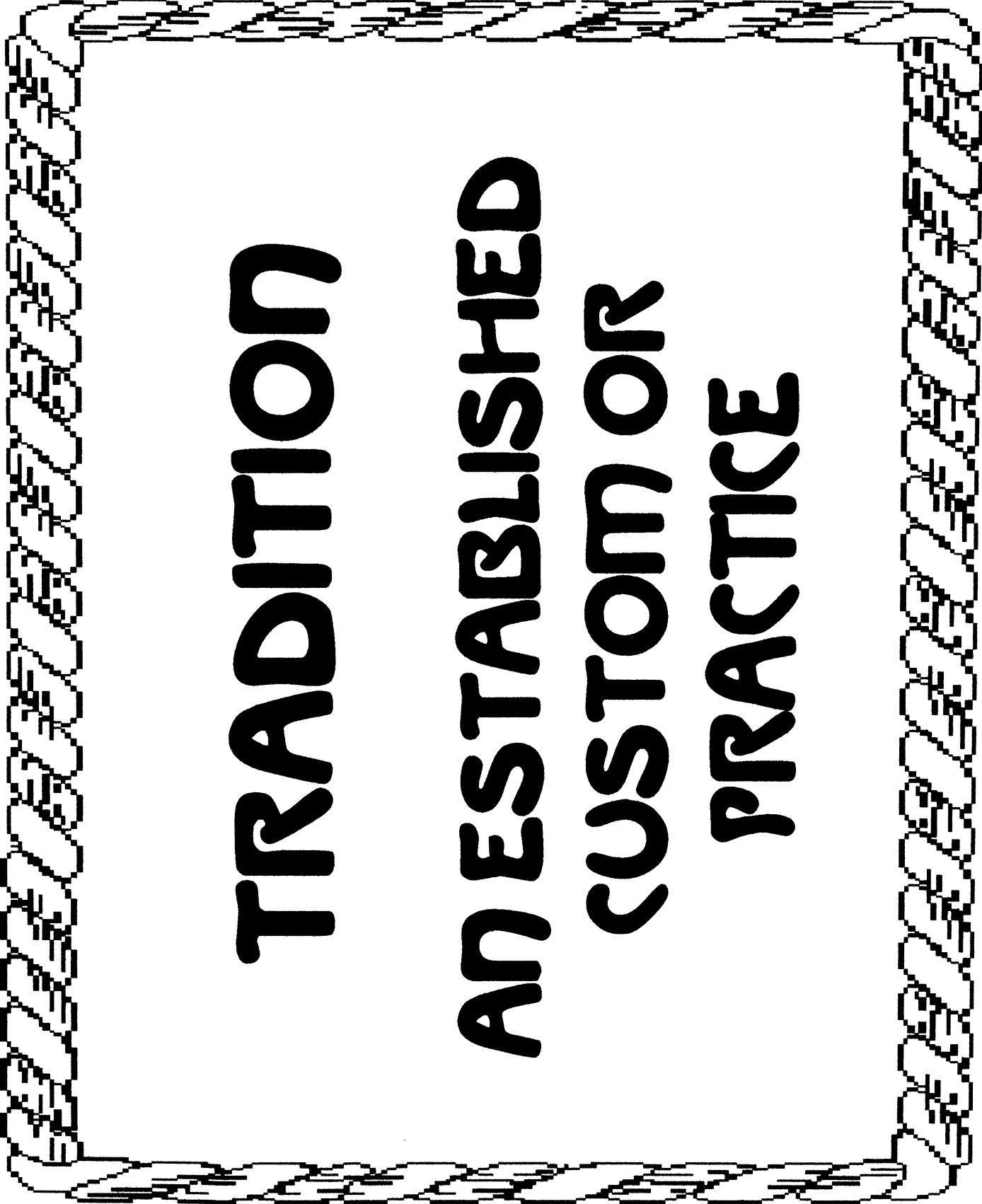
Matt left school and went home because he didn't feel well. Later he got bored and went outside to shoot baskets in the driveway. The neighbor told Matt's father that Matt had sluffed school.

FAMILY COUNCIL CONCERN #11

Sue has been living with her divorced father and has been in charge of the housework. Her father just remarried and Sue's stepmother wants her to help with dinner and load the dishwasher. Sue won't help because she thinks her new stepmother should do all the work.

FAMILY COUNCIL CONCERN #12

Kimberly's parents won't let her go to the movie with friends. They say she always comes home after curfew and they worry about her. She says none of the other kids has curfews and so she shouldn't have one.

A large, thick, decorative rectangular frame with rounded corners, featuring a complex, repeating pattern of interlocking shapes.

**TRADITION
AN ESTABLISHED
CUSTOM OR
PRACTICE**



"SHARING" DIRECTIONS

- 1. TAKE THE SHARING CARDS AND SEE IF YOU CAN MATCH THE BEGINNING AND ENDING OF THE PHRASES CORRECTLY. THERE ARE SEVEN (7) PHRASES.**
- 2. CHECK WITH YOUR TEACHER TO SEE IF YOUR MATCHES ARE CORRECT.**
- 3. WRITE THE ENDINGS OF THE PHRASES ON YOUR STUDENT ACTIVITY GUIDE IN THE "SHARING" SECTION.**
- 4. READ AND ANSWER THE "SHARING QUESTIONS" ON YOUR STUDENT ACTIVITY GUIDE.**



A SIBLING IS:

**A BROTHER
OR SISTER**



COMPROMISE MEANS:

EACH PERSON
GIVING IN SOME
TO ARRIVE AT A
SOLUTION



RESPECT MEANS:

**TREATING OTHERS
THE WAY YOU LIKE
TO BE TREATED**



ENCOURAGEMENT MEANS:

**USING POSITIVE
STATEMENTS TO
MAKE OTHERS FEEL
GOOD ABOUT
THEMSELVES**



SHARING MEANS:

TO PARTICIPATE IN,
USE, OR EXPERIENCE
SOMETHING WITH
ANOTHER PERSON



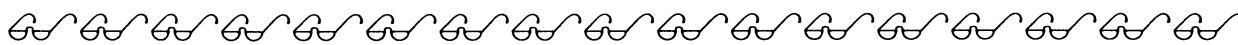
SHARING REQUIRES:

**TWO OR MORE
PEOPLE**



**TO SHARE,
THERE MUST BE:**

**A GIVER AND
A RECEIVER**



JAMIE'S COSTUME

by Connie Felice

Jamie came home from school all excited that she was going to be in a play for her drama class. "Mother! Mother!" she called as she walked into the kitchen. "Will you help me make a costume for my part in the play? I need to look like a servant in the 1800s." "Yes, I would be happy to help you, but we had better work on it this afternoon while I have some time," replied her mother.

Jamie and her mother went to the basement to look for old clothes and fabric scraps to design her costume. They gathered up everything they thought they might use and took them to the sewing room.

"Jamie," said Mother, "Would you please hand me my sewing scissors?" "They're not on the sewing table, Mom. I don't know where they are," answered Jamie.

Jamie and Mother spent the next hour looking everywhere for the scissors. They each looked in every room of the house, but still they couldn't find the scissors. Finally, after a very frustrating and time-consuming search, Jamie's mother found them under a pile of newspapers in the bottom of Jamie's closet.

"Jamie! What were my sewing scissors doing under the newspapers in your closet?" inquired Mother. "Oh, I forgot I borrowed them when I couldn't find the scissors in my desk last week," answered Jamie sheepishly. "You used my sewing scissors to cut newspapers and then didn't even bother to return them?" said Mother accusingly. "Yea, I guess so...Sorry," replied Jamie.

"Jamie, you know using my sewing scissors for cutting paper is against the rules. They were very expensive and cutting paper dulls the blades. Why couldn't you at least return them when you were through?" said Mother. "I guess I just got in a hurry to finish my assignment," answered Jamie.

"Well," said Mother, "Now it's time for me to take your brother to the dentist. I hope we have time later this week to work on your costume. I feel very frustrated when we could have had the costume almost finished by now instead of wasting our time looking for the scissors. Please look for your own scissors while we are at the dentist."

Questions for discussion:

How did Mother feel about her lost and misused scissors?

How did Jamie feel about the scissors and about not getting the costume made?

Have you ever misplaced something because you were careless or in a hurry? What happened? How much time was wasted? By how many people?



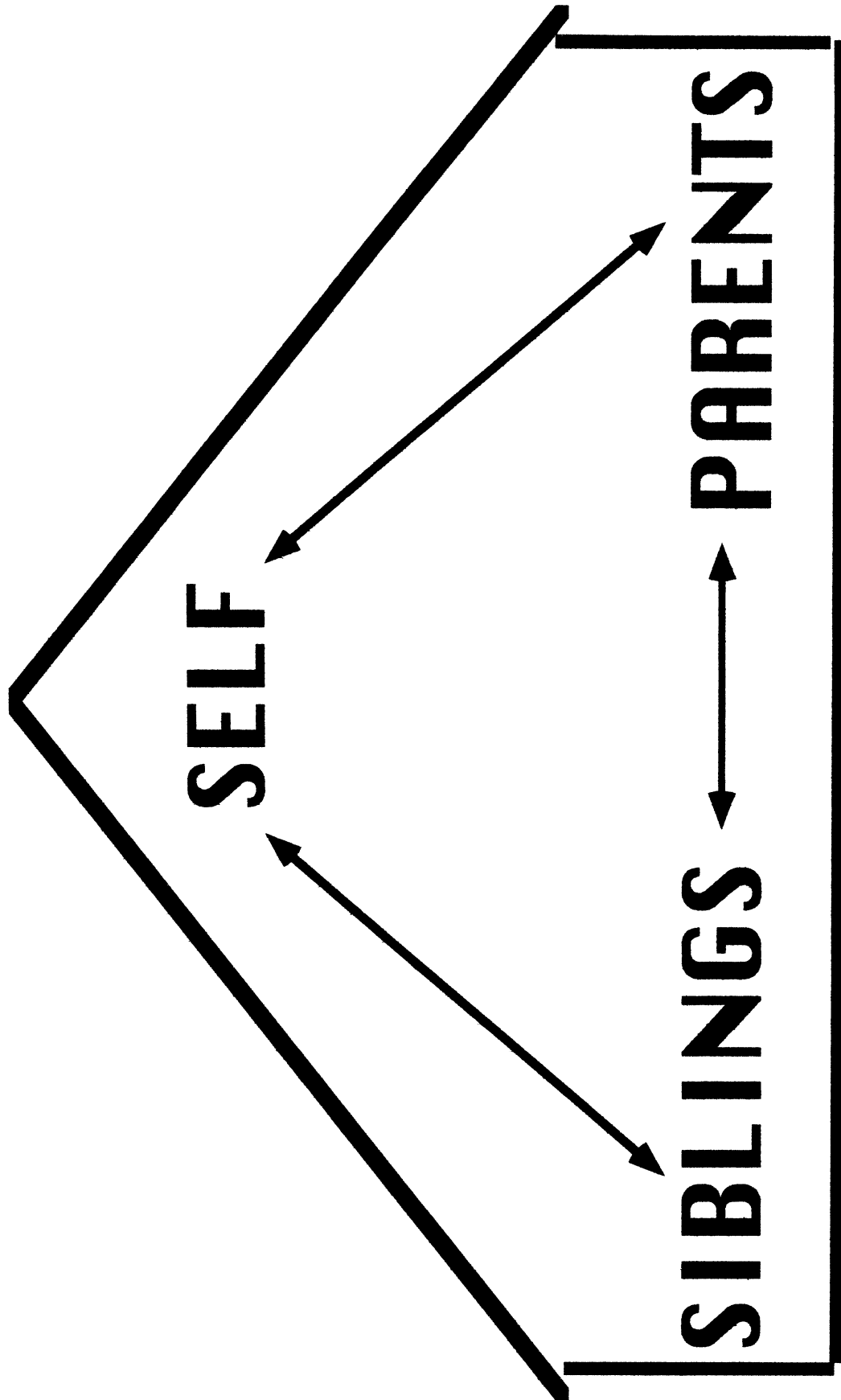
**SOME ADVANTAGES OF ORGANIZATION
- AS AN INDIVIDUAL
- AS A FAMILY**

1. It eliminates confusion
2. Time isn't wasted hunting for things
3. Your possessions are less likely to be lost or damaged
4. It makes getting things done easier
5. You feel more at ease and secure
6. Your room/home looks better and you enjoy it more
7. You feel proud of your room/home
8. You have more time to do your favorite things
9. Your parents appreciate your efforts
10. _____
11. _____
12. _____



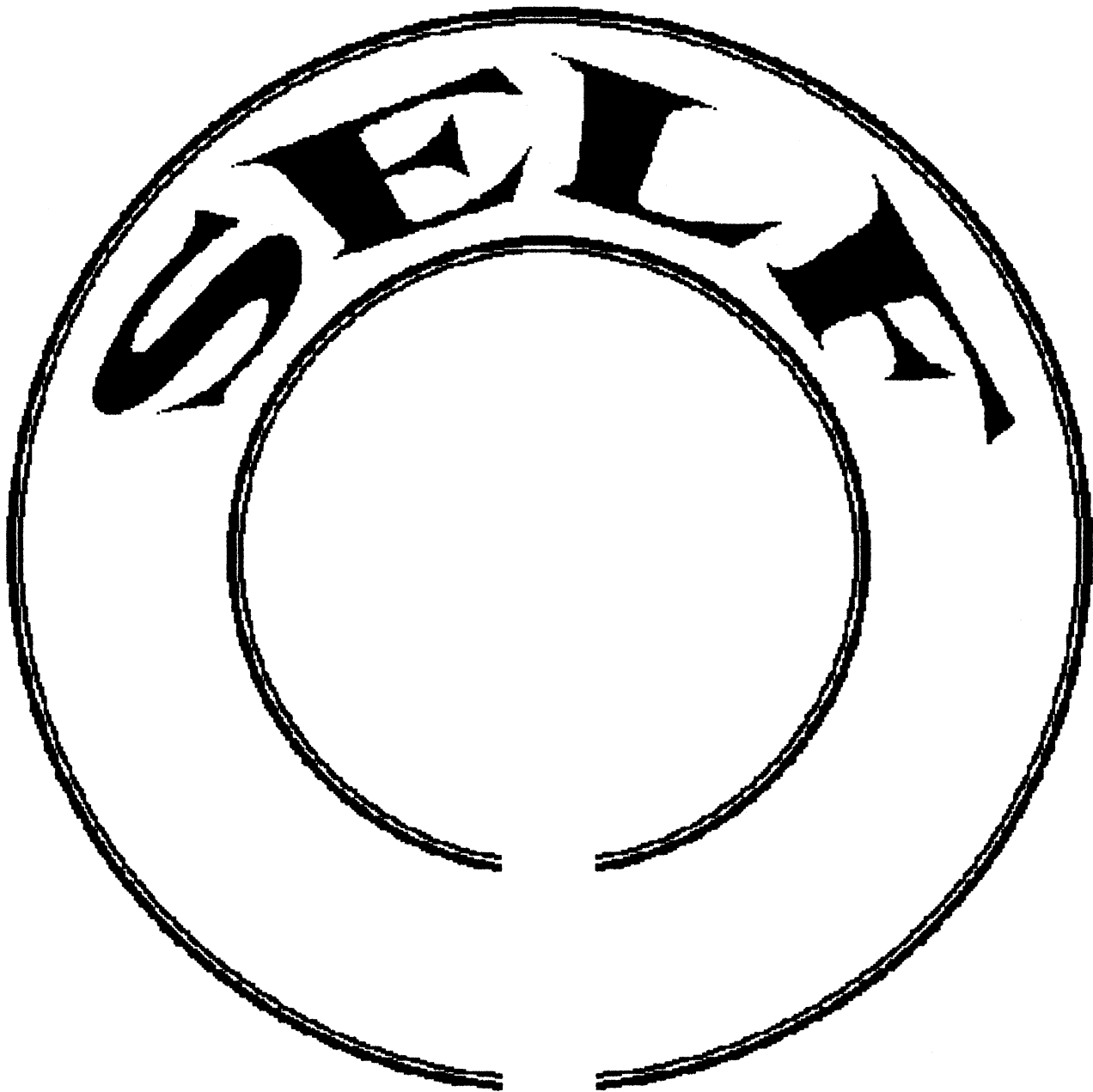
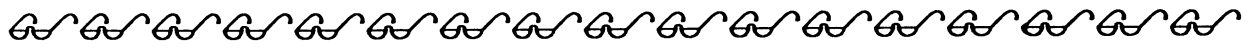
**SOME WAYS TO GET THINGS ORGANIZED
AND ELIMINATE CLUTTER**

- 1. Store like items together
(such as all of your socks in the same drawer)**
- 2. Get rid of clothes you've outgrown or no longer wear**
- 3. Put items that you seldom use on the top shelves of your closet or in boxes under your bed**
- 4. Store papers, small objects, or hobby items together in one place
(such as in boxes, dish pans, or baskets)**
- 5. Color code certain items to make sorting and identification easier**
- 6. Write the contents of a box on the end**
- 7. Put your clothes away the same day the laundry is finished**
- 8. Sort through your belongings regularly and decide which things are most important to keep**
- 9. Keep your bed made and your clothes put away**
- 10. Throw away broken or unusable items**
- 11. _____**
- 12. _____**



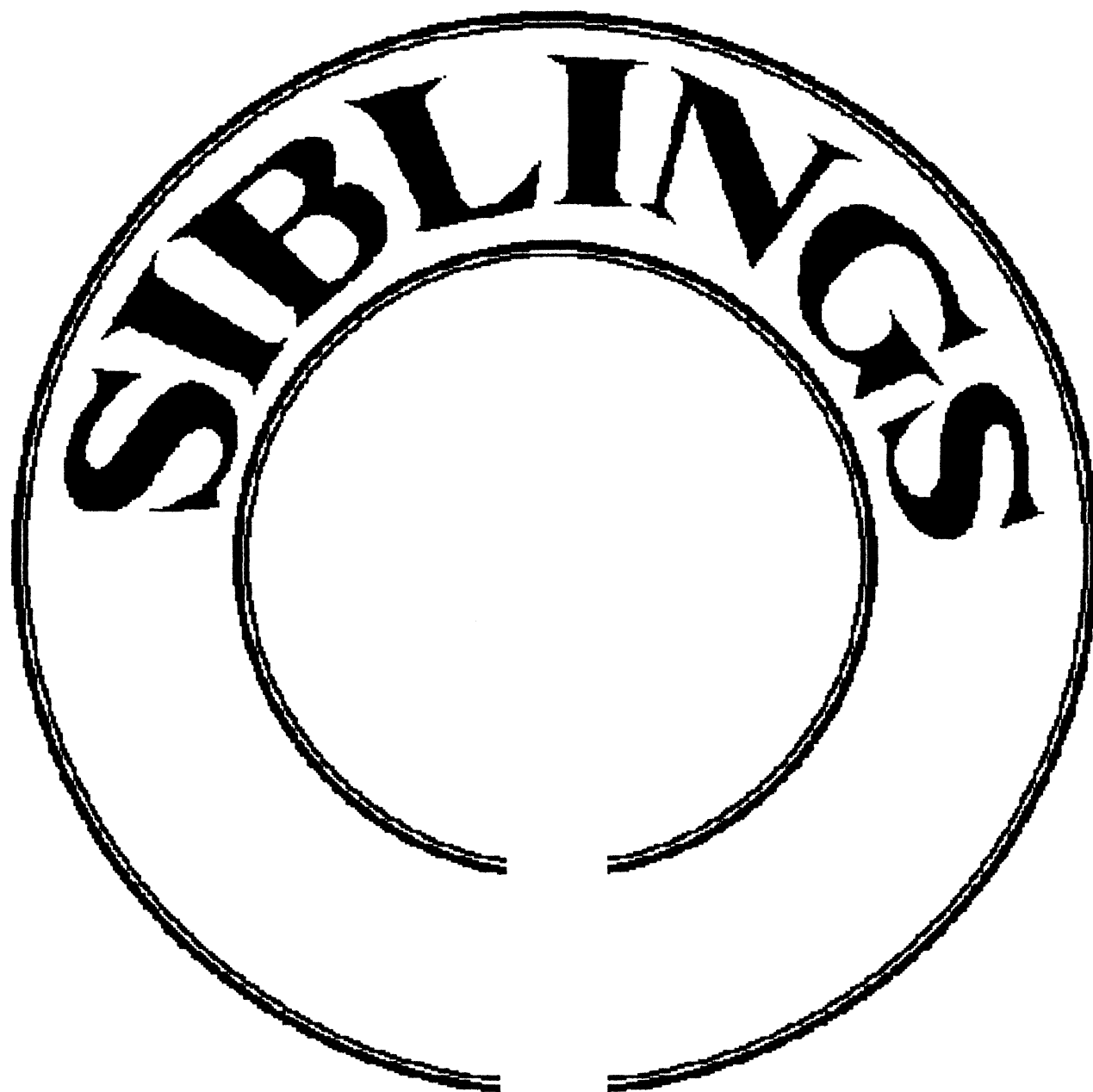
TOPIC #6: Family Dynamics

Teacher Resource



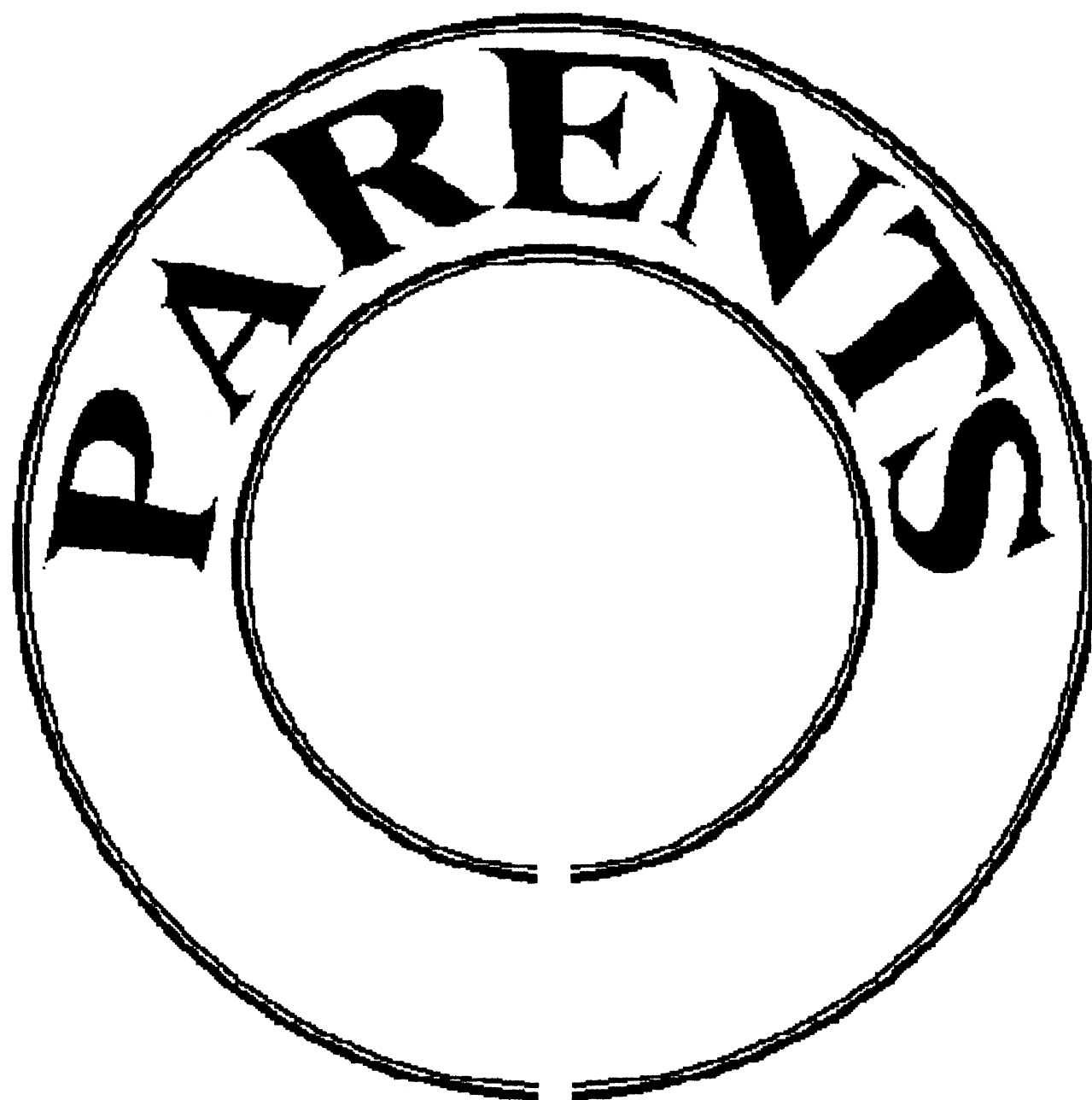
TOPIC #6: Family Dynamics

Teacher Resource



TOPIC #6: Family Dynamics

Teacher Resource





COMPROMISING



RESPECTING



ENCOURAGING

COOPERATING



HELPING

SHARING



CAREER INFORMATION

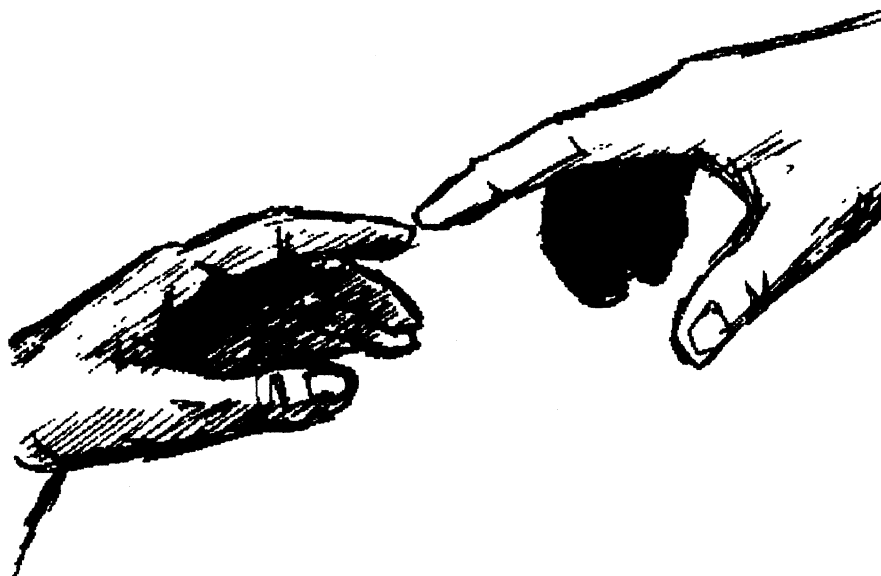
FAMILY COUNSELOR AND/OR CLERGY:

Family counselors or therapists work with families who are having problems in their relationships for one reason or another. Many times the basis of their problems is poor communication skills within the family.

Persons in the clergy or ministry frequently serve as family counselors to the people in their congregation. Family counselors or therapists are not always affiliated with a religious organization. However, the training for either of these careers is very similar in nature and has a lot in common. Both persons have a heavy educational background in social studies. Most hospitals and medical facilities have family counselors or therapists as regular staff members.

While bachelor's degrees are not always required to do family counseling in all settings, more frequently than not it is recommended or requested. In many instances it is required. At the minimum, some training and experience is necessary to be effective.

Salaries are higher in larger congregations and/or at larger medical facilities. Fringe benefits often add as much as 25 percent more to the annual income. For current salary information, use the CHOICES or CHOICES, JR. program in the Career Center at your school.





FAMILY COUNSELLOR



**CLERGY
(MINISTERS)**