

Relationship – Answers

What is a family?

Aim: To explore the students' ideas of what makes up a family.

You might wish to begin with a general discussion in which you can cover some of the issues raised in the questions, such as what constitutes an extended family.

In the chart at the top of the page, the terms used have been chosen deliberately to make the students think. After they have completed it you could ask them for the more usual terms, such as 'cousin' or 'uncle'.

It would be useful to correlate results for the whole class from question 1 and to write them down on the board as the basis for a discussion in which question 2 and question 3 could be addressed. Clearly there are no right or wrong answers to many of these questions – the point is to investigate differences of opinion about families.

Extension activities:

Students could research cultural and religious differences in family life and, in particular, the roles of family members.

A festive compromise

Programme	Mum	Dad	Gran	UT	Jack	Emma
Christmas cookery special	X			X	X	
Match of the Day		X			X	
The Big Quiz of the Year	X	X				
Star Wars		X			X	X
Coronation Street	X		X	X		X
Mastermind	X	X				
Friends					X	X
The Sound of Music	X		X			
Doctor Who		X			X	X

Chitty Chitty Bang Bang	X		X			
British Bake Off	X			X	X	
Eastenders	X		X	X		X
Agatha Christie's Poirot			X	X		
You've Been Framed			X	X		
Question of Sport		X			X	

Family friendly

The Pope family was looking forward to Christmas as it **had** been a while since they were all together. Their son and daughter, Mark and Tracey, both arrived on Christmas Eve and everyone was in a good mood. It started to go wrong the next **morning**.

Tracey had **managed** to save up enough money to buy Mark an expensive football shirt and was looking forward to seeing his face when he **opened** it. She felt a bit upset when he just said thanks and went onto the next gift. There was more disappointment when she opened Mark's present to find that he'd got it wrong. Right band, wrong CD. She'd even written it down for him! Still, it's the thought that counts and she thanked her brother. He didn't seem to notice that she wasn't ecstatic.

After lunch, they settled down to watch TV. There was a choice of programmes – a James Bond film, a quiz Christmas special, a documentary and a strong man sports competition. It turned out that everybody wanted to watch something different. As there was only one TV in the house, only one person was satisfied (Mr Pope managed to watch his documentary – it was his TV after all!) and the others sat in a silent sulk. At five o'clock, Mrs Pope prepared a tea, much to the despair of everyone else who felt they couldn't eat another crumb. Still, **they** forced enough food down to keep Mum happy.



Life skills



Later that evening, Mr Pope insisted on a family game. After the third round of charades, Mark suggested they watch some more television. Mr Pope was put out. Wasn't Mark enjoying the game? Mrs Pope was secretly relieved, but didn't **say** anything.

As they went to bed, they all agreed that it had been a lovely day.

Mistake	Correction
1. has	had
2. mornings	morning
3. manages	managed
4. opens	opened
5. an	a
6. them	they
7. said	say
8. an	a

Going to a wedding – A version

1. £71.75
2. £49.00
3. £192.00 £43.00 £40.00
4. £192.50 £42.50 £40.00
5. £45.26
6. £52.61

Going to a wedding – A version

1. £72.50
2. £50.00
3. £193.00 £43.00 £40.00
4. £193.00 £42.50 £40.00
5. £49.98
6. £57.33

Your friends

Aim: To examine the concept of friendship and to analyse how a person can be affected by their choice of friends.

It would probably be best to discuss the saying as part of a whole-class discussion. Students could read the account of Robbie's friends to themselves or you could read it aloud.

You might wish to explore the extent to which the behaviour of Robbie's friends can be regarded as specifically male behaviour.

There is scope for role play in small groups, with students taking the parts of Robbie and his friends. They could easily be made into female characters by changing their names. The role plays could focus on the effects that Robbie's friends' behaviour have on him.

You should ask students to share and compare their answers and opinions without naming their friends.

Extension activities:

It would be useful to draw up some generally agreed ideas or guidelines relating to being a good friend. Although it might be a little dated, the American television series 'Friends' could be worth studying. You could show an appropriate episode and ask students to consider the ways in which the people interacted and whether they lived up to their billing.

You as a partner

Aim: To encourage students to examine their attitudes to forming lasting partnerships and to assess their potential for being a good partner.

Equipment: You will need to provide paper, coloured pencils, felt-tips, pencils, erasers and rulers for the final part of the exercise. Access to computers with appropriate software would be useful.

This is a very sensitive subject and you will need to allow students to opt out of sharing their feelings and opinions. However, you should encourage them to discuss the issues openly if at all possible.

The opening activity is intended as a bit of fun and you should explain that there will be no attempts made to pair up students. It would be useful to compare and



Life skills

discuss answers to questions 2–6 if students are willing to share them.

Some students might find question 7 difficult and you might wish to hold a whole-class discussion before asking them to attempt it. Although the vows should be serious and relevant, you could allow a few frivolous promises to be included to lighten the tone of the exercise.

Less able students could draw up a list of simple promises, but more able students could draw up their vows in a more creative way, perhaps as a poem or an illustrated manuscript, using coloured pencils or felt tips. Alternatively, if computers are available students could use ICT software and print off their work.

Extension activities:

You could ask for volunteers to either read out their vows or to have them read out anonymously. The finished work could even be displayed.

A night in town

Aim: To understand some of the causes of violence between young people and to develop strategies for avoiding or dealing with potentially violent situations.

You could ask students to read the story to themselves or you could read it aloud. You should tell them that it is based on a number of incidents rather than being the story of one person.

The answers will be subjective but you should expect students to show an understanding of the causes of the fight and to suggest appropriate alternative ways in which the people involved could have behaved. In particular, students should be aware of the role of alcohol and the failure of most people to attempt to defuse the argument. The swearing and insulting language was also a big factor.



A neighbourly dispute

1. Fences4u Ltd –
£245.00
King's Acre Fencing Contractors –
£280.00
Fenced Up & Co –
£260.00
So Fences4u Ltd are offering the cheapest quote.
2. £122.50

Moving in

Aim: To analyse and prevent the potential problems involved when two young people decide to live together.

With less able students you might wish to read the blogs aloud. Before asking students to answer the question you could hold a whole-class discussion about the issues involved. You might wish to emphasise the need for the following: Honesty, Good communication, Tolerance Awareness of each other's needs, Lack of aggression, Understanding, Compromise. It would be interesting to ask students to share their responses and to use these as the basis of a plenary discussion.

Extension activities:

You could introduce the following information as the basis of a further discussion. The statistics refer to the UK and their source is the Office for National Statistics (2005).

“Cohabitation has increased over the past three decades. In the same period marriage has declined. Single women were more likely than men to be cohabiting – 27% as opposed to 23%. Women tend to cohabit at younger ages than men. Women aged between 16 and 24 were over twice as likely as men to cohabit. Men over 25 were more likely than women to cohabit.”

Engaged

Aim: To examine the reasons why people get engaged and the implications of doing so. There is also an opportunity for some basic numeracy work.

You could ask students to read the dialogue to themselves, you could read it aloud or you could ask two volunteers to read it aloud. It might be best to follow on with a whole-class discussion before asking students to answer the questions.

You could point out that one of the original aims of becoming engaged was to provide a period during which the couple could get to know each other in preparation for marriage. Engagement was also regarded as a legally binding commitment. Students could research this on the internet.

The calculations will only be estimates, but should make students think about the financial implications of the decision to hold an engagement party. You could point out that becoming engaged does not always involve having a party.

Answers:

8. You could give an example of each person spending £20, which would result in a total value of £2000.

9. The cost of the party would depend on what was involved. For 100 guests, a venue would need to be hired. There would also be refreshments – probably in the form of a buffet – and a disco. It should be possible to do this for less than £2000. Therefore, the amount spent on presents would probably be greater than the amount spent on the party.

Extension activities:

You could ask students to share their responses to the final question and to use these as the basis of a plenary discussion, perhaps ending with a vote on the subject.

Are you a good friend?

Aim: To explore what it means to be a good friend.

The first question is intended as a bit of fun and it is hoped that the students will all realise that the saying is a spoof. However, it is also intended to help with an understanding of ‘sayings’ and their usefulness. This could form part of a whole-class introductory discussion.

You could ask students to read the four stories to themselves or you could read them aloud. You might wish to discuss each situation before asking the students to write their answers.

Answers:

2. The saying could be misunderstood by less able students; it actually means that a person who sticks with you when you are in need of anything is a true friend.

6. This question might be difficult for less able students. You could explain that the main point to explore in each case is what is likely to happen to the friendship between the two people at the end of the story.

It would be useful to share and compare answers and opinions.

Extension activities:

Students could make up their own sayings on the subject of friends. They can be serious or lighthearted. You could ask students to read them out and compile a collection: The Sayings of the Class.

Dating agencies – A version

1. £88.00
2. £125.00
3. Paloma Jones Introductions
4. In the city bronze membership
5. In the city bronze membership



Dating agencies – B version

1. £80.00
2. £125.00
3. Paloma Jones Introductions
4. In the city bronze membership
5. In the city bronze membership

The art of conversation

Keeping eye contact with the other person
→ positive

Drumming your fingers on the table while
the other person is speaking → negative

Smiling at the other person → positive

Nodding to show you understand what
the other person is saying → positive

Tapping your foot while the other person
is speaking → negative

Giving 'yes' or 'no' answers to their
questions → negative

Asking them questions → positive

Occasionally repeating back what the
other person has said → positive

Looking away from the other person while
they are speaking → negative

Talking only about yourself → negative

Staying silent → negative

Whose disability?

Teaching suggestions

You could begin with a general discussion about disability – from the perspective of the disabled person and the non-disabled person. Students can work on the guidelines individually, in small groups or as a whole class.

Some students will need help with the role-play. Less able students could work in small groups rather than pairs. You should encourage students to take turns to perform their role-plays and use them as a basis for further discussion.

Answers

Natalie panicked, spoke to Mr Peters as if he was a child, didn't give clear instructions and patronised him.

Guidelines should include the following:

- talk normally, as you would to anyone
- talk clearly
- ask the person if they need any help
- take your lead from the person and don't make unfounded assumptions about their capabilities
- be patient
- don't be patronising.

A social occasion

Aims

- To acknowledge the difficulties inherent in social situations
- To develop self-confidence in social situations
- To develop techniques for communicating in an appropriate manner in social situations.

Teaching suggestions

You could allow people to fill in their questionnaires anonymously if they feel self-conscious. The comparison should be done as part of a whole group discussion but you may need to summarise the main points. Before beginning the final part of the exercise you should discuss methods and techniques. After a final discussion you should encourage students to work in small groups to devise and carry out role-plays based on situations discussed during the exercise. They should introduce a range of characters, including a person who makes lots of mistakes and someone else who copes much better because they have developed the necessary skills. Groups could take turns to perform.

Answers

Students should be able to come up with appropriate ideas and make sensible and reflective judgements about each of the ideas in the suggestion box.