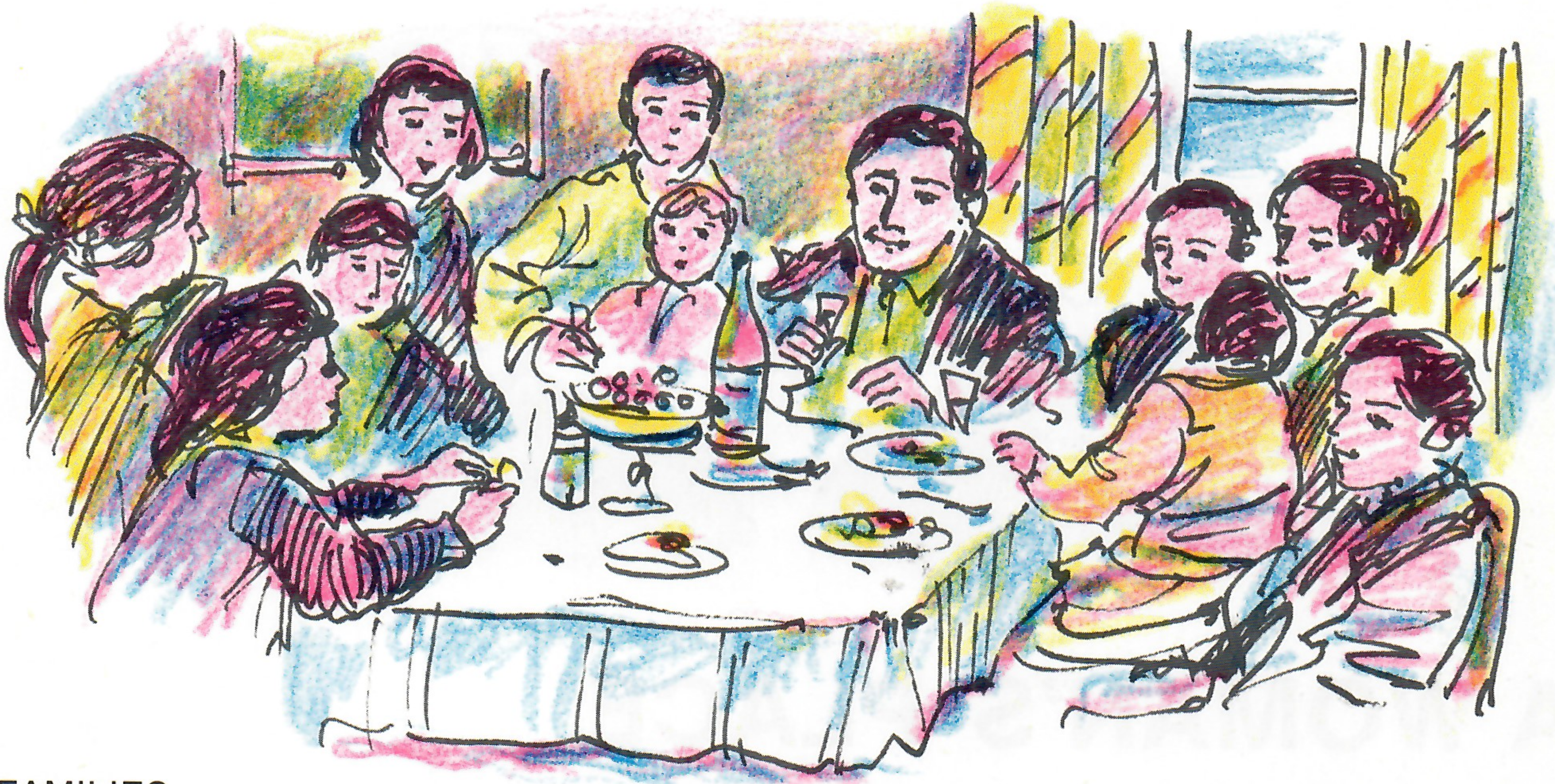


WHAT IS A FAMILY?



FAMILIES

1. Complete the following sentences:

The perfect father is one who _____

The perfect mother is one who _____

The perfect daughter/son is one who _____

The perfect family is one that _____

2. Describe your family in three sentences:

3. Complete this sentence:

I get along best with my family when (describe the event or time): _____

FAMILY CONFLICTS

SONA:

Sona's parents have decided to go out of town for a weekend vacation. A conflict arises when it has to be decided where Sona, a High School freshman, should stay. Sona would prefer to stay with Maral, a friend whose mother is divorced and works the late shift. Sona's parents think she should stay with her aunt.

A. In your group, show how Sona's parents would approach her to stay with her aunt, and Sona's response as it might really happen.

or

B. In your group, show how Sona's parents would approach her to stay with her aunt, and Sona's response as it would happen if guided by the biblical principles discussed earlier.



ARMEN:

Armen, a new boy in the neighborhood, has been to Greg's house several times to shoot baskets. Greg's parents have objected to Armen as a friend for Greg because he is loud and rough with the basketball. When Dad got home from work one evening, he found the basketball hoop bent down and the net torn half-way off. Gloria, Greg's sister, told Dad that she had seen Armen shooting baskets about a half-hour earlier.

A. In your group, show how you think Greg's parents would handle the situation, and how Greg would respond as it might really happen.

or

B. In your group, show how you think Greg's parents should handle the situation, and how Greg should respond based on the scriptural guidelines discussed earlier.



TANYA:

Tanya is a sophomore, a cheerleader and athlete, and has lots of dates because of her good looks. Garo, Tanya's brother, is in eighth grade, is somewhat awkward, and plays second clarinet in the school band. Because of what seems to be their closeness in age, conflicts arise over household chores. One evening while their parents are out, a disagreement arises over who will do the supper dishes (no dishwasher). During the argument, one of their mother's good glasses is broken. Each begins to blame the other.

A. In your group, show what will happen when the parents arrive home and find the broken glass as it might really happen.

or

B. In your group, show what will happen when the parents arrive home and find the broken glass as it might happen based on the biblical principles studied earlier.



LETTER FROM A FATHER

Write a letter responding to this father's concerns:

Dear Reader,

I'm having a bit of trouble with my son. He never listens to me anymore. I ask or tell him to do something and he ignores me. The fact that I'm his father has no effect on him at all. I think he should respect me.

If I had talked to my father the way he talks to me, you know what I would have gotten. He would have beat me with the razor strap until I forgot the words that I used. I don't know what's happening to these kids these days, but they just don't respect their elders anymore.

I really think that my boy is a good boy. I don't want to beat on him like my dad did to me. How can I get him to listen to me? How can I gain his respect? How can I convince him that I love him and know what's best for him? I'll appreciate any help you can give me.

Sincerely,
A Concerned Father

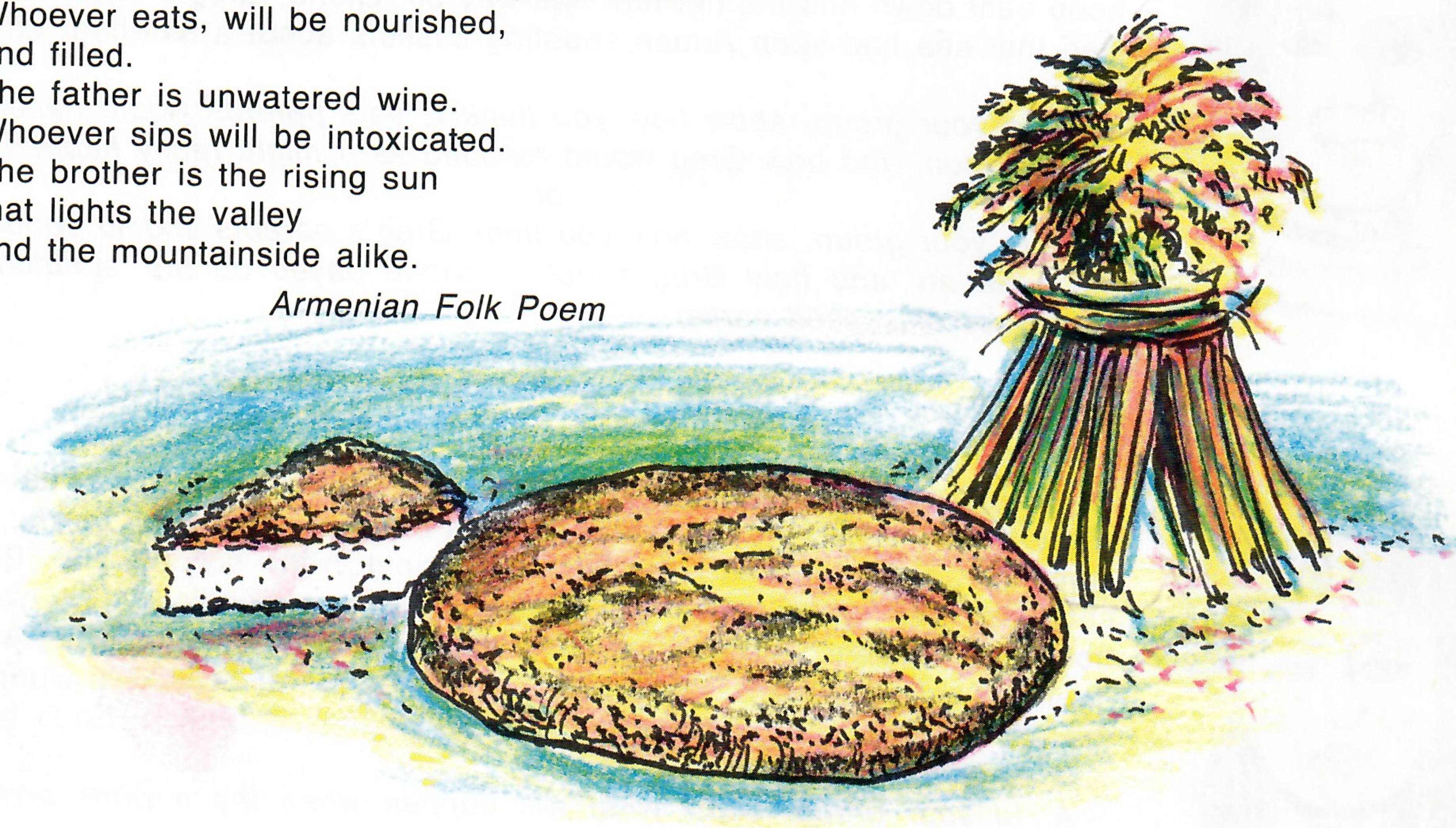
The Mother Is Newly Made Bread

The mother is newly made bread, still warm.
Whoever eats, will be nourished,
and filled.

The father is unwatered wine.
Whoever sips will be intoxicated.

The brother is the rising sun
that lights the valley
and the mountainside alike.

Armenian Folk Poem



- a. Divide the group into males and females.
- b. Give each group a large sheet of paper or poster board.
- c. Tell the group of girls they are to make a collage that answers the question, "What is a man?"; and tell the boys they are to make a collage that answers the question, "What is a woman?" Tell them to think in general terms of the characteristics of the sex and also of the roles each performs. Tell the groups to pick a spokesperson who will present the collage to the class.

d. Move furniture around so each group has a table on which to work. Place the newspapers, magazines, glue, scissors, felt-tip markers, and whatever other supplies and materials you have in a location convenient to both groups and tell them to get started.

(If they are having trouble getting started, you might suggest that they begin by each person going through the magazines and newspapers and tearing out appropriate pictures and words. Then after they have gathered enough for the poster, begin organizing the collage to fit what they want to say.) (30 min.)

6. When the groups have finished, ask each spokesperson to describe the collage and how it answers the question, "What is a man/woman?" Tell students they are not to make any comments during the presentations. (10 min.)

7. After the presentations have been completed, place the posters side by side. Now ask the boys what they think of the collage the girls made. Then have the girls do the same. Some things to think about as you examine the collage: Do you agree with how the collage depicts men/women? Why or why not? Does the collage deal with various facets of your sex or does it dwell on one aspect? If so, what has been left out? Are the characteristics and/or roles stereotyped? If so, how and why? Ask students to compare the collages with the word association lists on the blackboard. Does it follow along the same vein or is it different? If so, how? (10 min.)

8. Group presentations. Ask each group (divide as before) to present its solution to the dilemma on page 9 ("A Woman's Place"). Have them read Scripture references first. (10 min.)

9. Ask volunteers to complete any of the following sentences:

- I learned . . .
- I was surprised . . .
- I changed my mind about . . .
- I still feel the same about . . .

10. *Homework.* Reproduce copies of "My Family Tree" on next page and tell students to complete them for next week.

11. Closing prayer. (5 min.)

Session 3—What Is a Family?

Key Concepts

1. The family unit is an integral part of Christian life.
2. Young people are often very troubled by the stress and conflict which may exist in their homes and should be able to discuss their feelings and discover ways to deal with them.
3. Scripture has something to say about families and family relationships as well as ways to deal with conflict.

Objectives

Students will

1. Share their families with one another.
2. Describe their concepts of family and family roles.
3. Examine Scripture in reference to family.
4. Discuss typical family conflicts.
5. Create role plays depicting family conflict situations.

Background for Teacher

Many young people today experience frustration in their families. When unresolved conflicts exist in a home, they may manifest themselves in various ways, such as running away from home, delinquent behavior, even suicide, or other self-destructive behavior. Family pressures, distress over relationships with parents, and disappointment in family unity are just a few of the concerns which young people have.

As a teacher, you can do very little to change these concerns. What you can do, however, is create an open and trusting classroom atmosphere where students will feel free to express and share their feelings. And that, after all, is quite a bit!

(*Note:* If during this class session, you notice a student who seems deeply troubled by the discussion or who shares some distressing family experiences, you may consider some sort of intervention; i.e., speaking with parents or your pastor about your concerns.)

Materials Needed

- Bibles for each student

Procedure

1. Welcome students. Opening prayer.
2. *Homework:* Divide class into groups of four and ask students to share their family trees. When completed, ask questions such as: What family members live with you? How many of you have your own room? How many of you have "chores" or responsibilities in the family? What are they? How do you feel about these "chores?" How often do you get together with grandparents?

Tell class: "Next week, we will discuss our ethnic

background as reflected in these family trees; but this week we're going to talk about families in general and about our own families in particular. (10 min.)

3. Ask students to complete items #1, 2, and 3 under "Families" in their texts. When completed, ask for volunteers to share their responses to the sentences under item #1 only. Make comments. (10 min.)

4. Divide class into pairs and ask students to share their responses to items 2 and 3. (These items are of a more personal nature and would be better shared with one other person.) When completed, ask if responses were similar or different. How and why? (5 min.)

5. Say something like: "We're going to spend some time now looking at what the Bible has to say about families and family relationships." Divide class into two groups (there should be no more than five to six in each group). Direct each group to do the "Scripture Study" in their texts and record any biblical instructions given. Ask them to pick a reporter who will present their findings later. (15 min.)

6. Have each group present its findings. Ask for comments: What do you think of what Scripture says about family roles? (5 min.)

7. Next, mention to the class that all families have their share of problems and conflicts, even as early as biblical times. Ask students if they can remember any such families. (Cain and Abel, Joseph and his brothers, etc.) Ask someone to read aloud Micah 7:6. Ask: "During what times do you think this situation could be true?" (Students will, no doubt, mention that this verse could easily apply today.) (10 min.)

8. Ask students: "What are some things that you think create conflict in families or just keep them apart? Let's list them. Be as specific or as general as you want." (Write all responses on the blackboard.) Discuss. (5 min.)

9. *Bible Study*: Together read Colossians 3:12-17. Look at each verse. Ask: "What do they have to say about conflict in families and families getting along?" Lead students into applying this advice to some of the conflicts they listed earlier. (10 min.)

10. *Role Play*: Divide class into groups of four and assign each a "Family Conflict" from their texts. Tell them they are to read the conflict and develop a five-minute role play on how they would handle the situation from either one of two points of view:

- The way it really or probably would happen.
- The way it should happen based on Scripture we've studied today. (10 min.)

11. Give each group five minutes to present its role play. Let students comment on the presentations and summarize the approach taken by each role play. (10 min.)

12. Sentence completion. Ask volunteers to complete any of these sentences orally:

- I learned . . .

- I wish my family . . .

- I'm going to try . . .

13. *Assign Homework*: Tell students they are to read "Letter from a Father" in their texts and write a letter answering his questions.

14. Closing prayer.

Session 4—Where Is My Community?

Key Concepts

1. Our ethnic background is an important part of who we are.

2. Being an Armenian and living in America is a unique experience which is reflected in many different ways.

3. The Armenian genocide is a part of our recent history and something about which we should be knowledgeable.

Objectives

Students will

1. Share their ethnic background.
2. Examine what it means to be Armenian.
3. Analyze their feelings about being Armenian.
4. Read and reflect upon accounts of the genocide.

Background for Teacher

Our roots, where we come from, are an important aspect of our identity.

This session will deal with the question, "Where Is My Community?" and focus, in a general way, on what it means to be Armenian. Encourage your students to express their feelings, both positive and negative.

Procedure

1. Opening prayer.

2. Review homework. (Students were to read "Letter from a Father" in their texts and write a reply.) Have someone read the "Letter from a Father" aloud. Ask for volunteers to read their response. Check to see that everyone completed the assignment and make comments. Ask students how they felt while writing their replies. Did they identify with the father or the son? Do they know anyone else in a similar situation. (10 min.)

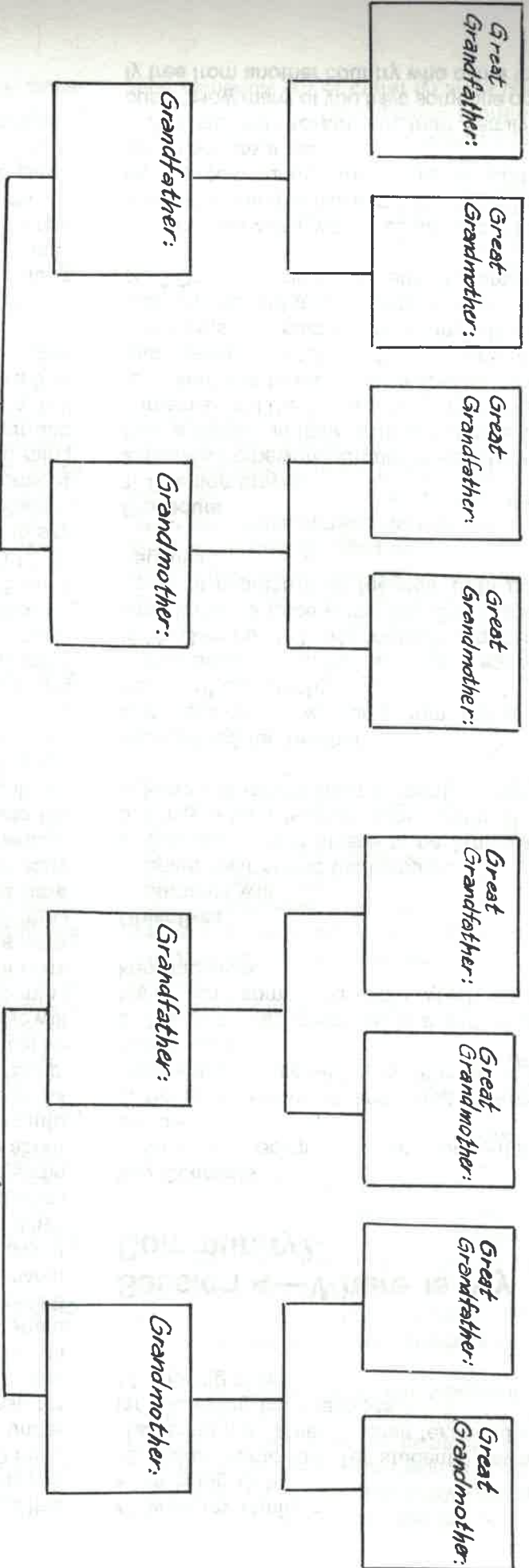
3. Say: "Last week, we talked about our families. Today, we're going to talk about our larger family—that is, the community—the Armenian community of which we are a part."

Ask students to pull out their Family Tree. Discuss: "How many of you have someone on your family tree from another country who came to live in the

My Family Tree

LAST NAME _____

What does it mean? _____



List any relatives who still live in the "homeland":

List some foods your family eats frequently:

SISTER(S):

ME:

BROTHER(S):
