

MODULE #7: Family Enrichment

Objectives

- Participants will be able to develop skills needed for their family relations.
- Participants will be introduced to the four family process skills.
- Participants will learn about three styles of family leadership.

Context



Family Enrichment is the relation between the parents/guardians and their children; it involves family relations. Parents or guardians help their children to develop the abilities they will need to enter adulthood. Examining our family's styles of leadership is important for discovering our own values and promoting family stability.

Handouts & Resources Needed:

Handout 7.1: Family Survey

Handout 7.2: The Building Blocks of Family Life

Handout 7.4: The Three Styles of Family Leadership

Handout 7.5: Precious Memories

Pens/pencils

Sheet of paper – one for each participant

Journals – one per students

Activity#1: Family Survey (30 min)

Procedure:

- Icebreaker
- Explain to participants that in order to help enhance family dynamics, it is important to learn a little bit about them. Thus, the survey will help in obtaining important information.
- Provide the family survey (Handout 7.1).
- Have participants complete the survey.
- Once participants complete the survey, have participants form groups of 4 or 5 and discuss:
 - How does their family handle conflict? Do these methods work or not?
 - How are they different in handling conflicts than their parents/guardian?
 - What would they change?
- Debriefing

Activity #2: The Meaning of Family (30 min)

Procedure:

- Icebreaker
- Have participants list words or phrases that describe a strong family.
- Have participants share their list with the class and compile a list of these words or phrases on the chalkboard.
- Have participants read, “The Building Blocks of Family Life” (Handout 7.2).
- Have participants describe how the list of words and phrases listed on the chalkboard relates to each of the four skills.
- Have participants engage in open discussion regarding these questions:
 - Why are families important to you?
 - Why is each of the skills identified in the activity important to families?
 - In what ways do you already possess some skills in these areas? In what ways could you improve your present skills to prepare to build a strong family?
- Debriefing
 - Summarize the activity and ask participants to watch a television program about families. Provide and review Handout 7.2 Building Blocks of Family Life and have them find at least two examples of behavior that illustrate the four process skills listed on Handout 7.2.

Activity #3: The Meaning of Family II¹ (25 min)

Procedure:

- Icebreaker
- Ask participants about the homework assignment to watch a television program.
- Have participants engage in open discussion to share their findings:
 - How do they manage work and family responsibilities?
 - How do they solve personal and family problems?
 - How do they interact with each other?
 - Does anybody assume leadership roles? Who?
 - How did this family look similar to yours?
- Debriefing

¹ Adapted from Ohio State University, Inc, Joanna Kister, et al.

Activity #4: Three Styles of Family Leadership (30 min)

Procedure:

- Icebreaker
- Break students into groups of 4 or 5.
- Depending on the particular culture, families have their own leadership styles.
- Have participants read, “The Three Styles of Family Leadership” Handout 7.4 to identify an effective leadership to meet the needs of family members.
- Have participants read the case studies and answer questions provided in the handout.
- Have participants engage in open discussion to share their answers.
- Debriefing

Activity #5: Maintaining Healthy Family Relationships (30 min)

Procedure:

- Icebreaker
- Break students into groups of 4 or 5.
- Maintaining family relationships is helpful for our psychological health. For example, if questions about family history arise, they can probably provide some answers. There are other reasons why family relationships are important. Ask participants to think about other reasons. Take notes on the flit chart or blackboard.
- Provide “Precious Memories” Handout 7.5.
- Have participants record two memories of family traditions they experienced in their family.
- Open discussion: Have participants discuss why that experience was important to their family.
- Debriefing

Family Survey

Please circle your answers

1). How pleased are you with the ways conflicts are handled in your home?

Very pleased Pleased Satisfied Displeased Very displeased

2). How pleased are you with the way feelings are treated in your home?

Very pleased Pleased Satisfied Displeased Very displeased

3). How pleased are you with the ways people listen to each other in your home?

Very pleased Pleased Satisfied Displeased Very displeased

4). When someone in your family misbehaves, what happens most often?

- a. Punishment is administered by the parents.
- b. Children are sent to their room.
- c. Children lose privileges like going outside, using the telephone, watching TV, etc.
- d. The behavior is ignored.
- e. Parents and children talk about the kinds of things the child could do differently next time.
- f. People talk about how feelings and circumstances were affected by the child's behavior.

5). When someone in your family misbehaves, what happens least often?

- a. Punishment is administered by the parents.
- b. Children are sent to their room.
- c. Children lose privileges like going outside, using the telephone, watching TV, etc.
- d. The behavior is ignored.
- e. Parents and children talk about the kinds of things the child could do differently next time.
- f. People talk about how feelings and circumstances were affected by the child's behavior.

6). If family members get angry at one another, what happens most often?

- a. People yell and argue.
- b. People hit each other.
- c. People break things
- d. People get even with each other in some way.
- e. People talk about their feelings without blaming others.
- f. People ignore one another.
- g. People leave.

7). If family members get angry at one another, what happens least often?

- a. People yell and argue.
- b. People hit each other.
- c. People break things
- d. People get even with each other in some way.
- e. People talk about their feelings without blaming others.
- f. People ignore one another.
- g. People leave.

The Building Blocks of Family Life

1 *Managing School and Family Responsibilities*

Description: Management means planning and organizing resources to take action. Managing the responsibilities of family life and school life can increase satisfaction in both.

Examples: Setting a goal and making a plan; making a schedule of family activities; spending time together as a family while setting aside time for homework; participating in school activities as a family and purchasing and preparing healthy food.

2 *Solving Personal and Family Problems*

Description: Everyone faces problems. Quality of life depends on the decisions individuals and families make over the years. Skill in collaborative problem solving contributes to the strength of families.

Examples: Recognizing and facing problems with a positive attitude; seeking adequate and reliable information when solving problems; evaluating choices based on goals and values important to the family; and reflecting on decisions and evaluating actions.

3 *Relating to Others*

Description: The quality of family life depends on the interaction between family members. Caring, respectful relationships in families help family members reach their fullest potential.

Example: Expressing feelings, needs, and ideas constructively; listening actively; recognizing and respecting individual differences; and resolving conflict.

4 *Assuming Leadership Roles*

Description: Leadership involves helping family members work together to reach a common goal.

Examples: Establishing family visions and goals; cooperating; and planning actions that achieve these goals.

Discussion:

- Why are families important to you?
- Why is each of the skills identified in the activity important to families?
- In what ways do you already possess some skills in these areas?
- In what ways could you improve your present skills to prepare to build a strong family?

Three Styles of Family Leadership

Leadership is important in families. With effective leadership, a family can satisfy the needs of all family members, achieve family goals, and build the abilities and self-esteem. There are several styles of leadership, each with different goals and outcomes:

- **Director Style:** Uses authority and power to control, direct, supervise, and oversee family members.
 - *Goal:* To have family members depend on the family leader.
- **Shared Democratic Style:** Involves other family members in decision-making, fosters cooperation and negotiates differences.
 - *Goal:* Empowered, interdependent members.
- **Delegate Style:** Influences members by explaining and delegating what is to be done.
 - *Goal:* Independent family members.

Case Study 1: Director Style

The Martinez family are extended now that Grandpa Javier (Mrs. Martinez's father) has moved in with them. Grandpa has become very controlling with the household. He directs family members in what to do and how to do it. Mrs. Martinez is worried about talking with her father because she doesn't want to hurt her.

Reflective Dialogue Questions

What is happening here?
How do you think Grandpa feels? Why? How do you think Mrs. Martinez feels? Why?
How might other family members feel? Why?
What action would you recommend?
What would be the consequences of that action?
How do Grandpa's actions illustrate the Director style of leadership?
What are the consequences of this style?

Case Study 2: Shared Democratic Style

Mr. Cravero is a single father raising his daughters María and Laura. The Cravero family has always been close and makes many decisions together. They hold family meetings and allow everyone to contribute to the discussion of problems. Mr. Cravero noticed Laura has been angry and withdrawn and is worried about her and wants to help.

Reflective Dialogue Questions

What is happening here?
What action would you recommend?
What would be the consequences of that action?
How do Mr. Cravero's actions illustrate the Shared Democratic style of leadership?
What are the consequences of this style?
How can you tell?
How can Mr. Cravero help his family?

Case Study 3: Delegate Style

Jose and Karina Gamboa have been married almost 20 years. They have three children—Matias, Hernan, and Julieta. Karina has worked part-time throughout her marriage to Jose, but she recently began working fulltime to help pay for Julieta's college expenses. While working more, she has delegated many household tasks to Hernan, including making dinner and taking care of Matias. Hernan is getting annoyed with his extra duties, and feels like he's doing all the work by himself. He also knows his mother is sacrificing quite a bit.

Reflective Dialogue Questions

What is happening here?
What are some of the goals in this family?
How is Hernan feeling?
How is Karina feeling?
How might Julieta feel?
What type of leadership style does Karina show?
What might be the consequences of this style?

Precious Memories

In the spaces below, describe memories of two family traditions. Attach pictures or memories to help record the experience. Interview other family members who were present and record their impressions of that tradition. Explain why these traditions are important to your family.

NAME OF TRADITION: _____

Your Impression	Impression of other Family Members

NAME OF TRADITION: _____

Your Impression	Impression of other Family Members