

# RELATIONSHIPS EDUCATION

## MODULE A Families

O5 - Problems in family life and family relationships

Year 4  
Autumn Term: Lesson 3



# Lesson Overview

## Lesson 3: Problems in family life and family relationships

**Engage  
&  
Activate**

Whole Class Activity

Family problems



10 minutes

**Explore  
&  
Explain**

Whole Class & Paired Activities

Feelings thermometer



15 minutes

**Elaborate  
&  
Reflect**

Whole Class & Group Activities

Family problem causes



20 minutes

**Evaluate  
&  
Review**

Whole Class & Paired Activities

Cooling down the temperature



15 minutes

# Lesson Plan

## Lesson 3: Problems in family life and family relationships

### Aim

To recognise and deal with problems in family life and family relationships

### Lesson Objectives

In this lesson pupils will:

**Consider** how and why family relationships can have problems

**Explore** the emotional impact on family members when they have problems

**Identify** ways to deal with problems within families

### Learning Outcomes

By the end of this lesson pupils will have:

**Recognised** that all families have problems and this is normal

**Explored** ways to deal with problems within their families

**Identified** ways to help cool down heated situations

### Key Vocabulary

problems

conflict

stress

thermometer

### Resources



Resource sheets



Bean bag /  
Soft ball



Pens / Pencils

# Lesson Plan

Engage  
&  
Activate

## Lesson 3: Problems in family life and family relationships

Whole Class Activity

Family problems

**Review** the previous lesson in which pupils **discussed** the importance of being committed to family and spending time with them.

**Inform** pupils that in this lesson we will be **looking** at how to **recognise** and deal with problems in family life and family relationships.

**Introduce** learning objectives and learning outcomes.

**Discuss** key vocabulary and **share** definitions. **See** below

**Ask** pupils: In our families do we all get on well, all the time?

**Discuss** examples of times when families might not get on so well.

Responses may include:

- Disagreements about how to do things
- Jealousy between siblings
- Parents separating/divorcing
- A family member having an illness/disability
- Stress due to money problems

**Explain** that all families experience problematic situations. What is required in these situations is to understand how these situations came about and how they can be resolved.

### Key vocabulary

<b>problem</b>	something that causes difficulty or that is hard to deal with
<b>conflict</b>	a disagreement or argument
<b>stress</b>	a feeling resulting from difficult situations
<b>thermometer</b>	a device used to measure temperature

# Lesson Plan

Explore  
&  
Explain

## Lesson 3: Problems in family life and family relationships

Whole Class & Paired Activities

Feelings thermometer

**Explain** to pupils that when we experience problems and ups and downs in our family relationships this can affect the way we feel and behave towards others.

**Ask** pupils to **discuss** in pairs, the feelings that people experience when they may be faced with family problems (e.g. upset, angry, frustrated, sad, alone, left-out, annoyed etc.). **Take** feedback.

Next, **ask** pairs of pupils to **discuss** the things people might say and do if they're feeling this way (e.g. behave aggressively, shout, isolate themselves, cry, not speak etc.). **Take** feedback.

**Reiterate** that all families face problems from time to time, and it is normal to feel different emotions.

**Give** each pair of pupils a copy of the, 'Feelings Thermometer' (**Resource 1**).

**Ask** them to **complete** the thermometer with the feelings people may experience when faced with family problems on the **left** and how they may behave, as a result, on the **right**.

**Ask** pupils to **order** the feelings and behaviours from 'cold' to 'hot' on the thermometer according to how serious they feel that feeling/behaviour is. Teacher can **model** an answer to give clarity.

**Take** feedback and **discuss** pupil responses.

Lesson 3 Problems in family life and family relationships  
Resource 1

Feelings thermometer

Feelings

Behaviours

AMS UK v1

# Lesson Plan

Elaborate  
&  
Reflect

## Lesson 3: Problems in family life and family relationships

Whole Class & Group Activities

Family problem causes

**Inform** pupils that they are going to **explore** four main things that can cause problems in families:

1. **Time** (e.g. parents not having enough time to spend with each other/other members of the family because they are busy with work, young children etc.)
2. **Money** (e.g. a parent losing their job and therefore worrying about how they will pay for things)
3. **Health** (e.g. a member of the family suffering from an illness or having a disability)
4. **Communication** (e.g. not talking about problems, disagreeing about things etc.)

**Record** these on the board.

**Divide** pupils into groups of **four**, **give** each group a different, 'Family problem' card (**Resource 2**).

**Ask** them to **read** about the situation on their card and **discuss**:

- the problem the family is facing
- how this is making different people in the family feel
- how these feelings might affect their behaviour
- how they might resolve the problem

**Take** feedback from groups.

Lesson 3: Problems in family life and family relationships

Resource 2

Family problem scenarios

**New baby**

Hiba is three months old and cries a lot at night. Mum wakes up a lot at night to feed her and then gets up early in the morning to take Dawood and Mosa to their schools. When she comes back home, she has to look after Hiba and do everything else around the house. Mum's brother is ill and in hospital, so when the boys get home from school everyone goes to visit him. When they get back they are all tired and hungry; Hiba is crying and the boys are arguing.

**School project**

Muhammad is struggling with his half-term project for school. He asks his mum for help but she is busy cooking. He shows it to his dad but he is busy working on his computer. He asks his older sister Mariyah but she tells him to stop being annoying as she has her own school work to do. Muhammad deliberately spills his milkshake on his sister's school book because he is frustrated.

**New laptop**

Khadjiah needs a new laptop and her dad takes her to buy one. He has recently lost his job. She has liked this particular laptop for a long time and shows it to her dad, but when he sees the price he says he cannot afford it.

**Lost key ring**

Talha and Tahira are staying with their uncle because their parents have gone away for a short holiday. Tahira misses her parents a lot and has kept the flower key ring they bought her in her pocket ever since they left. Talha borrows Tahira's key ring when they go to the shopping centre but he forgets about it and leaves it in a shop by accident. When they get back, their uncle says it's too late to go back and look for it.

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# Lesson Plan

Evaluate  
&  
Review

## Lesson 3: Problems in family life and family relationships

Whole Class &  
Paired Activities

Cooling down the  
temperature

**Ask** pupils to **sit** in a circle.

**Inform** pupils that we will now be **discussing** ways we can ‘cool down the temperature’ when we feel negative emotions or thoughts.

**Give** pupils **1 minute** to think about ways to bring the temperature down.

**Share** the hadith:

The Messenger of Allah ﷺ said:

‘When one of you becomes angry while standing, he should sit down. If the anger leaves him, well and good; otherwise he should lie down.’

Abu Dawud

**Explain** that **one** way is to change position by sitting down or lying down.

**Throw** a bean bag to a pupil at random; **ask** them to **make** a suggestion. This pupil then **throws** the bean bag to another pupil who also **makes** a suggestion.

**Continue** this process until all pupils have had a chance to **make** a suggestion.

Responses could include:

- Make wudhu (ablution)
- Make du’a for Allah to make the situation easy for you
- Get fresh air
- Close your eyes and take deep breaths
- Distract yourself with a game
- Talk to someone you trust about how you are feeling
- Leave the room/situation you are in

# Lesson Plan

Evaluate  
&  
Review

## Lesson 3: Problems in family life and family relationships

Whole Class &  
Paired Activities

Cooling down the  
temperature

**Review** learning by referring to learning objectives and learning outcomes.

**Pose** questions to check understanding and clarify misconceptions using **think, pair, share**:

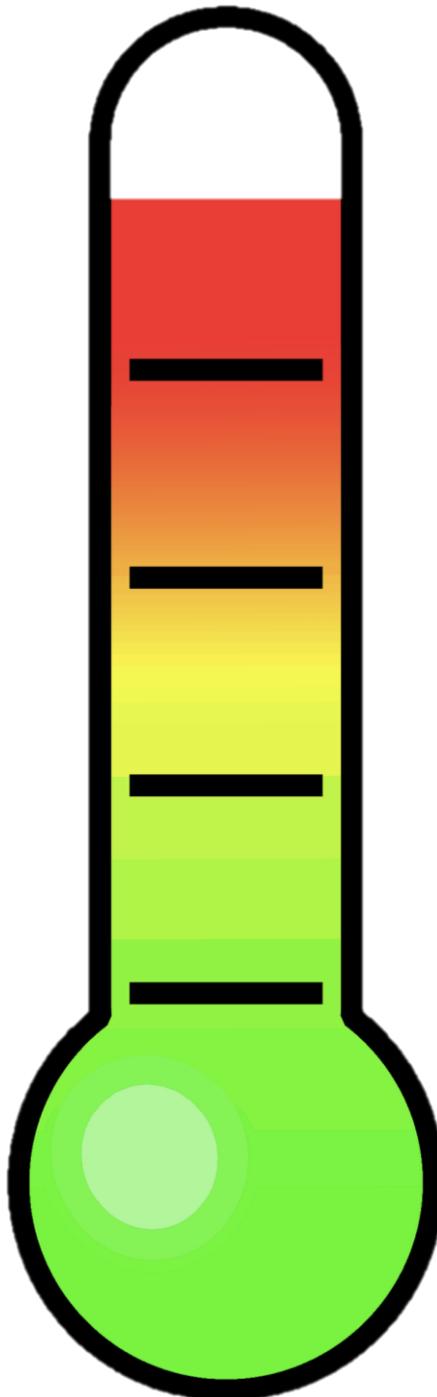
- Give **two** reasons why families have problems.
- Give **two** examples of how someone may feel when they have problems within their family.
- How may they behave in these situations?
- Give **three** examples of how to cool down heated situations.

Resource 1

Feelings thermometer

Feelings

Behaviours



Resource 2

Family problem scenarios

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