

Unit 3

Family and friends



Getting started

- What is the story of your name? What does it mean? Why do you have it?
- Is there a difference between close friends and family, for you?

Skills

- How do you keep in contact with friends and families? What technology do you use?
- What language(s) do you use with friends and family?

The local area

- What facilities and activities are there for families with children in your area?
- Are there good activities for adults?

Around the UK

- What do you know about family culture in the UK?
- Can we make any generalisations?
- Is it easy to make friends in the UK?

Around the world

- Is family culture different in places you know around the world?
- Are there different roles and habits?
- Is it easier to make friends in other parts of the world?

Staying safe

- How do you stay safe using social media?
- How do you protect young family members or friends?

Useful apps and websites

- https://en.wikipedia.org/wiki/Personal_name
- Intro to BSL and fingerspelling: <https://vimeo.com/129895897>
- Keeping kids safe online: www.net-aware.org.uk
- www.bbc.co.uk/cbbc/findoutmore/help-me-out-staying-safe-online Top tips for staying safe online

Taking the topic further

- Plan and run a group party or picnic to celebrate Eid/Christmas/summer etc. and invite family and friends.

Social / Community

- Would you like to organise a social event in your community? How can you do it?
- Can you plan a trip with family or friends to a museum?

Our rights and responsibilities

- What special rights do children have?
- Does everyone have the right to be with family? What are the barriers?

Personal view

- Can you describe some important family members and/or friends?
- Are you a sociable person (extrovert) or do you prefer to spend time by yourself (introvert)?

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Introduction to the topic

This topic is about **Family and friends**. Learning names and a little about each other can help to build community within the group and reduce isolation. Participants can share their experience of meeting people in the area, including through social media.



Session ideas at a glance

Welcome	If required, participants sign in or you record attendance on a register.
Opening chat/ circle time	Introductions for anyone new. General chatting. Anything to follow up or report back on from the previous session? Any news from anyone?
Getting started	<p>Remind/tell new participants what the topic of the session is: Family and friends.</p> <p>Choose one or more warm up activities linked to the topic. See next page for ideas on: You and your name.</p> <p>Ask some questions to get the conversation started and find out which aspects of the topic participants are most interested in talking about. (See mind map and next page for ideas)</p>
Conversations	<p>Plan to have 2 or 3 main conversations linked to the topic, possibly with supporting activities. See next page for ideas on:</p> <ul style="list-style-type: none">• Around the UK: Visiting family or friends• Staying safe: Social media• Staying safe: Social media safety• The local area: Making new friends <p>If you have a large group and participants divide into small groups or pairs for each activity/conversation, finish each of these with the whole group reporting back and maybe discussing their ideas further together.</p>
Closing chat/ circle time	<p>Feedback about today's topic and conversations.</p> <p>Discuss ideas for any follow up action/research for taking the topic further, e.g. visiting a community centre, going to a social event together, organising a party or picnic etc.</p> <p>Share ideas and agree the main topic for the next session. Any reminders or important dates/events coming up?</p>

Level of English: Activities can easily be adapted for lower levels, e.g. use fewer icons for the social media discussion and/or use icons only, i.e. no text. If helpful, revise family vocabulary, e.g. *sister*, *uncle*

Things to consider: Family can be an emotional subject so take the lead from participants. Be sensitive to the fact that people may have lost or be separated from family, or may want to have children but are unable to. Participants are usually very interested to find out more about their volunteer supporter/ facilitator. Sharing photographs of your own family and friends can help set a broader context for conversations. Some participants may not have smart phones and some may not be able to afford data. Some conversations may prompt participants to share views on groups including LGBTQ+, unmarried couples, single parents, etc. Consider how to respond if negative or non-inclusive views are expressed, and how to encourage respect for differences in regard to religion, race, gender, disability and sexuality.

Getting started: You and your name

- Sit in a circle. Ask participants to take turns to say their name and give an example of something they like that begins with the same letter as their name, e.g. *My name is Habiba and I like hats.*
- They can go round again and, if they wish, they can give more information about the meaning of their name, who gave it to them and why.

Around the UK: Visiting family or friends

The aim of this activity is for participants to discuss visiting their friends or family in the UK: where they live, how they travel to see them (methods of transport), how often they meet up and what they do when they meet.

Resources and preparation: Print/project/display images of different methods of transport and check understanding. Prepare the question cards for each group/pair. (Alternatively, write them on a flipchart.) Bring in some photographs of your own family and friends.

- Start by showing a few of your photographs and talking about who the people are, where they live, how you travel to see them etc. In small groups or pairs, participants take turns to ask and answer similar questions. They can use the cards if helpful.
- Encourage groups/pairs to show pictures of their family/friends and ask follow up questions, as appropriate, e.g. *How long have you known? Where did you meet?*

Staying safe: Social media

Resources and preparation: Print and cut up the social media icons and names – one set for each small group.

- Show the icons. Have a discussion about which participants recognise and use. Encourage participants to point to or hold up the relevant icon as they discuss it.
- Use the question prompts together with the icon pictures to explore which apps participants would use for different activities and who they think the apps are suitable for. Participants can share some examples, e.g. *I talk to my sister in Canada on WhatsApp.*
- Use the discussion as an opportunity for some participants to show others how to download/use apps which may be of interest.

Staying safe: Social media safety

Resources and preparation: For higher levels you can project, display or print and cut up the **Social media safety** cards – one set for each small group.

- Discuss some of the good and bad things about social media. Include possible dangers and ways to manage or avoid these, e.g. personal information, sharing your location, addiction, fake news, cyber bullying etc.
- Higher level learners can use the **Social media safety** cards to explore the dangers of social media/ individual apps and ways of staying safe. Depending on the group, focus on either adults or children.
- Discuss where to find further information (see mind map for some ideas).

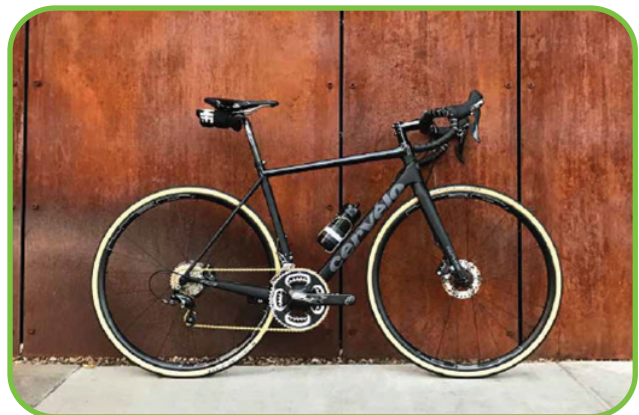
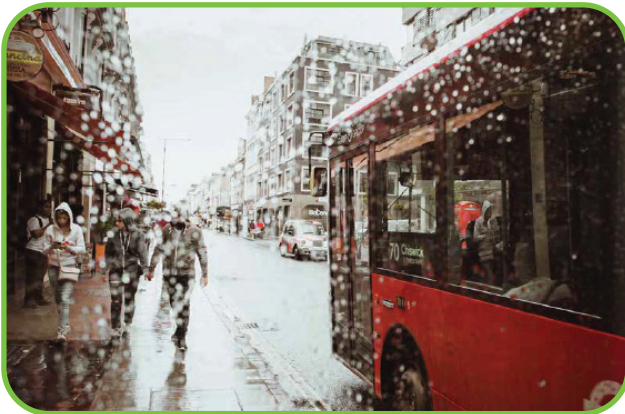
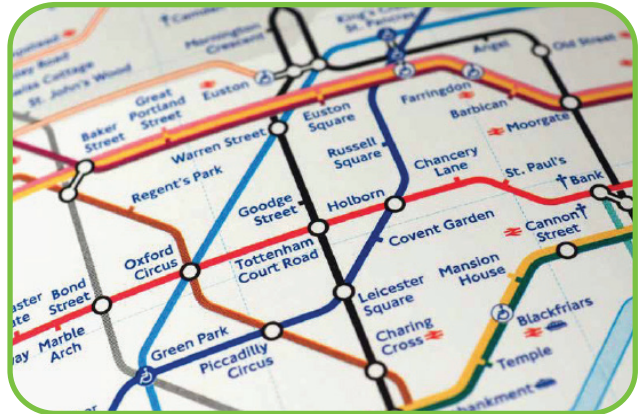
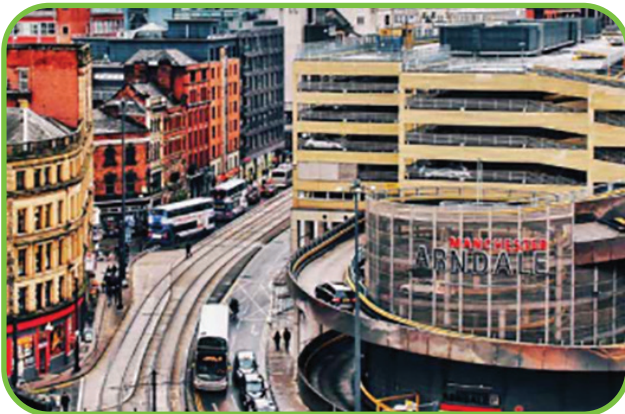
The local area: Making new friends

- In small groups, ask participants to share their ideas and experiences for how to make new friends in the local area, e.g. join a class, group, gym, take up a new hobby, volunteer, etc.
- Write ideas on a flipchart to share with the rest of the group
- Participants can vote for the best suggestions – and discuss how to follow them up!

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Around the UK: Visiting family or friends



Images: New to ESOL picture pack

Who do you visit?

Where do they live?

**How do you travel to
see them?**

**How often do you
see them?**

**What do you do when
you meet?**

**Which language(s) do
you speak together?**



LinkedIn



WhatsApp



Instagram



Snapchat



Skype

Staying safe: Social media



Viber



Imo



Facebook



Text



YouTube

Staying safe: Social media safety

Which social media apps would you use for:

- **Posting a video**
- **Organising a family event**
- **Making a video call**
- **Sending a message to one or more people**
- **Phoning a friend or family member**
- **Getting your voice heard**
- **Finding a job**
- **Meeting professionals**
- **Playing games**
- **Posting photos**

Which social media apps do you think are:

- **Popular with young children**
- **Popular with teenagers**
- **Popular with adults**
- **Popular with all ages**
- **Not suitable for children**
- **Addictive**
- **Most useful**

Social media safety for adults:

- **What are the dangers of using social media for adults?**
- **How can we stay safe?**

Social media safety for children:

- **What are the dangers of using social media for children?**
- **How can we keep them safe?**