



## Activity: 3-4.6.1

### Key Messages

- Families are unique.
- Families have different values and beliefs and these will affect how we think and feel about ourselves.

### Activity Details

#### Victorian Curriculum

**Health & PE** Investigate how emotional responses vary in family situations and in friendship groups VCHPEP093

**Capabilities** VCCCTQ011

**Time** 30 minutes

**Levels** 3 & 4

**Equipment**

- enough room for students to sit or stand comfortably in two concentric circles

Adapted from Gourlay, P, White, W and Walsh, R 2001, *Growing up and feeling good: strategies for teaching and learning about puberty*, Family Planning Victoria, Box Hill, Vic.

# Chug chug

## Purpose

To explore the students' perceptions of family values and identity.

## Teaching notes

A *Chug Chug* is a structured discussion in which many different questions can be discussed quickly and in a non-threatening way. It requires at least 10 participants. You can ask as many questions as you like, depending on the time available. To maintain pace and to cover a lot of material, pairs may be given 1-2 minutes to discuss a question.

## Procedure

1. Organise the students in two concentric circles, one facing in and one facing out, so that everyone has a partner. Students may stand or be seated. If you have an odd number of students, you will need to make one group of three (or you could join in yourself).
2. Instruct students on who is to answer first (i.e. the inside or outside circle). The other group then follow with their response.
3. Let the students know how long they will have to discuss each question.
4. Ask some prepared questions, such as the ones below, or others drawn from previous class or school conversations:
  - Is the role of a mum different to the role of a dad?
  - Is there one 'right' way to be a family?
  - How are rules made in a family?
  - Is everyone in a family treated the same?
  - Do your parents/carers help to make choices for you? How?
  - Are there some things you would never do because they go against your family's values?
5. You may like to pause at the end of some, but not all, questions to ask for feedback.
6. After each question, the students in the inner circle should take one step to the right (or to the next seat) so that each has a new partner. The process continues with the next question.

## Discussion

A class discussion at the end might cover questions such as:

- Which were the most difficult questions to answer?
- What did we learn from this activity?

