



Family: Expectations and Exceptions

Report of the study session held by
World Student Christian Federation (Europe Region)
in co-operation with the
European Youth Centre
of the Council of Europe



European Youth Centre Strasbourg

4th – 11th March 2007

This report gives an account of various aspects of the study session. It has been produced by and is the responsibility of the educational team of the study session. It does not represent the official point of view of the Council of Europe.

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Dates 4th-11th March 2007

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Executive summary

Discussing family and the related concepts is still somewhat of a taboo within the Christian community and especially within an ecumenical context. It has become 'good practice' to not discuss issues on which we cannot agree within the hierarchies of the churches and the ecumenical movement. This however has left a generation that finds a real conflict between what The Church and what society is saying to them about how they should act and react to certain topics. In March 37 students from across Europe and from the gamut of Christian perspectives gathered at the European Youth Centre in Strasbourg to discuss this vexed issue of family. Not to define 'good, clean family values' per say, but to grapple with the questions of what exactly is a family and what's it for? Is the nuclear family model biblical; is it the perfect family model? What about same sex couples adopting and single parent families – do they fall short of perfection? Using non-formal learning techniques, a first for WSCF-Europe, the group really tried to get to grip with the ideas – and with being with people who have such different thoughts to their own on some fundamental issues.

The primary objective of the Study session was not to answer the questions about family but to ask them. To enable constructive discussion on topics such as same sex partnership, gender roles, family planning, etc that did not have to lead to everyone agreeing at the end of the debate. That the participants should keep their own integrity whilst respecting those whose opinion and experience differed wildly from their own was of prime concern and importance. This on the whole was achieved throughout the study session. There were times when those at both extremes felt frustrated, especially on when the topic of homosexuality was raised, but integrity and respect were maintained at all times – which actually is quite an achievement!

Using a variety of non-formal learning techniques mixed with some more formal lectures the study session addressed many topics associated with the concept of family. The sociological, biblical and psychological definitions of family; the link between family and individual identity and individual identity and family; gender and sexuality; domestic violence; parenthood. The participants were encouraged to contemplate on individual and institutional levels throughout the study session, to think about what each sub topic meant for themselves personally, for their church and for their societies.

The primary outcome of the study session was that a constructive discussion in a public forum had taken place that was mutually beneficial to all parties. It was not always an easy or a pleasant debate but each participants left the study session knowing more about their own position as well as having had some insight into the diversity of opinions on the topic of family.

Introduction

Aims and objectives

The primary objective of the study session was to discuss the topic of ‘family’ from different cultural and denominational perspectives. In order to do this the following concrete aims were established by the preparation committee:

- exchange ideas of what “family” means in different contexts
- reflect on one’s own “family identity” explore Christian ideas of family and their impact on European society
- look at gender roles within the church(es)
- explore different models of alternative families
- introduce legislative changes regarding family and impact on family models get an historical background of the evolution of the concept of “family”
- discuss related concepts such as gender, sexuality, parenthood, disability, family, planning (inclusive abortion, contraception, in vitro fertilisation)
- explore the human rights perspective and the topic of competing human rights
- get an institutional view on the “right to be a parent”
- include and incorporate the international women’s day (excursion) introduce the COE, DYS, the campaign "all different - all equal" and WSCF

Participant Profile

Participants came from WSCF’s national member movements throughout Europe and from partner International Youth Organisations. Preference was given to students and youth who are in position of leadership or active on a local or/and national level on the issues the conference dealt with.

Attention was also given to the geographical and denominational balance of the group. This proved more difficult than we had imagined due to visa issues, however the group was a diverse and representative both of WSCF-Europe and of the European community in terms of geography and Christian denomination. The breakdown of the participants was as follows:

Applications Received	47	
Participants Expected	42	
Participants Attended	35	
Participant Detail Breakdown	Male: 11	Female: 24
	Number of countries of residence	20
	Age (average)	25

Main content

The four main topics discussed during the study session were

1. The diversity of families in Europe
2. Gender and Sexuality
3. Children and parenthood
4. The diversity of Christian opinion both across and within traditions

This study session was the first time that non-formal educational methods were used to this extent by WSCF-Europe. Lectures were combined with group work, simulation, creative art, presentations, workshops, small group and plenary discussion to great effect.

Working Methodology

Our aim in this seminar was to discuss family from different cultural and denominational perspectives by different means of working, not only have theoretical inputs by experts, but also use the experiences and knowledge of the participants to explore ideas of what “family” does mean and also to think of alternatives to 'a traditional family'.

This was quite different from a standard WSCF-Europe conference, as we were working with the Council of Europe for this study session we focused on using non-formal learning techniques. As is evident from the timetable there were very few formal lectures and lots of group work. Coming from different countries, denominations and studying (or having studied!) a rich mixture of disciplines, the participants had a lot to bring and share and teach themselves and each other.

As this was a first for WSCF-Europe the preparation committee (prepcom), in conjunction with the Council of Europe, developed some guidelines for a productive and safe study session. These were designed in the hope that they would help facilitate constructive discussion between the participants from different cultural and denominational backgrounds without anyone feeling that their integrity or dignity were under threat. These included:

- **Safe space:** A place where anyone can relax and be fully self-expressed, without fear of being made to feel uncomfortable, unwelcome, or unsafe on account of biological sex, race/ethnicity, sexual orientation, gender identity or expression, cultural background, age, physical or mental ability or religion or denomination; a place where the rules guard each person's self-respect and dignity and strongly encourage everyone to respect others.
- **Respect:** A regard for the rights, dignity, feelings, wishes, and abilities of others. Remember it is possible to respect someone whilst disagreeing completely with their point of view
- **Comfort Zone:** In biology the comfort zone is the temperature range (between 28 and 30 degrees Centigrade) at which the naked human body is able to maintain a heat balance without shivering or sweating. We have mental, emotional and spiritual comfort zones too, which are comfortable, safe, stable and known fully to us. Sometimes in order to learn and experience new things we have to step out of those comfort zones, which is both exciting

and frightening. Laurie R. Geary writes about three different 'zones' (<http://www.ingearcoaching.com/risktake.htm>) The comfort zone - what you know and are comfortable with. The learning zone - challenges you and takes you out of the known. The anxiety zone – where you only feel uncomfortable and are no longer learning.

- Top tips for stepping out of your comfort zone
 - Remember it will feel *uncomfortable*, be ready for it!
 - Learn to recognise the boundaries between comfort and learning, and learning and anxiety
 - Do it in a safe space with other people where you can be relaxed and can talk to others about it
- **Confidentiality:** In order that this study session can be a safe space that enables people to leave their comfort zones we ask that every participant respects the confidentiality of every individual at the study session and does not repeat personal details or experiences of other participants outside the study session.

Programme

Outline of Content

Monday

- Introductions and icebreakers
 - The study session began formally with the introduction of the preparation committee (PrepCom), the WSCF, the Council of Europe and the EYC itself.
 - This was followed by participant introductions and icebreakers. These went smoothly and the group began to gel together quite quickly.
- Group Work: Family Tree
 - Each participant was given a character in an extended family, this character was written on a piece of paper stuck to their backs. In the first part of the exercise the aim was to establish the identity of ones character by asking questions to those in the group and the second part was to discover the inter-relatedness of the characters in the game. This culminated in the characters gathering for a ‘family’ meal and working out who should sit where around the table.
 - One participant summed up the exercise thus: *There were many kinds of families, singles, divorced, gay, monastics and all related. People were discussing and*

organising the family as was typical for their countries more or less. It gave a good ground for the future work. It's a good idea to first see together the elephant (i.e. family) and count the legs and not just suppose that everyone thinks the same.

- Group Work: Definitions

- This simple exercise of getting participants to think about how they might define the concept of family and to consider what influences that definition evolved into a difficult session that challenged both the participants and the team. Cultural and denominational differences arose during the session which the team attempted to take on board with regards to the study session as a whole. It was not intended that a clear definition would be found but for participants to begin to realise the gamut of opinion, experience and diversity there was at the session.
- There were a number of core functions that were agreed on, for example that a family is, or at least should be, a place of nurture and is of prime importance in the shaping of an individual's identity. However, defining what constitutes members of a family and how this nurturing should occur was an issue of great debate. Some words and concepts that came up repeatedly during the session were:
 - Difficult to define
 - Christian? Blessed by God?
 - Love?
 - Biologically based? Blood
 - Community, group of people
 - Unit of society
 - Home
 - Household

- Evening - Movement Market

- A WSCF tradition whereby the participants introduced their home organizations (movements) and share information on projects and events

Tuesday

- Lecture: Theological and Sociological perspectives of Family – Dr Sharon Jones

- According to the participant evaluations this was a very well received lecture. Dr Jones addressed the theological and sociological aspects of the concept of family as

well as giving a brief insight into the historical development of the concept of family.

- Dr Jones posed the following questions during her talk
 - From where do we get our ideas about family?
 - What is our main 'window' on a theology of family? Is it Christ, the Trinity, Sociology?
 - Should we love our 'kin' more than we love our neighbours?
 - Is it the form or the experience of family that Christianity celebrates?
- Dr Jones also introduced the link between family and personal identity that was discussed during the rest of the day and was very important during Wednesday's discussions. She posed the following questions regarding family and identity:
 - Who were the people who had the most influence on you as a child?
 - Do you have any relatives whose story you know but have never met? Do these stories influence you in any way?
 - Has your experience of parenthood influenced the way you think about God?

- Group Work: Alternative family concepts

- The participants were divided into groups and each group was asked to consider one of the following alternative family arrangements:
 1. A 45 year old monk who entered the monastery at 18
 2. A 15 year old girl with two mothers
 3. A 29 year old man rejected by his natural parents and living in a commune
 4. A 85 year old woman who has no living relatives living in a nursing home with 20 other men and women over 70
- They were asked to bear the following questions in mind:
 1. Does this person have a family?
 2. How would this person define their family?
 3. How would this person link "love" and "family?"
 4. How would this person define their identity in relation to family?
- The purpose of this exercise was to try to establish what emotional and practical functions the participants attributed to a 'family,' and whether the 'ideal' of the nuclear family actually meets those criteria or whether other groupings fulfil these criteria better for some people. The majority of the participants took the nuclear

family model as their basic criteria and judged the alternative family arrangements against that criteria. Therefore the second of the four situations to a family was judged as the closest to the nuclear ideal, although this gave rise to some debate over maternal and paternal roles in a family. The 85 year old woman was thought to have lost her family, implying that a family is irreplaceable and that the raising or nurturing of children is the primary focus of family.

- Group Work: Family and identity – creative art
 - o The participants were divided into groups and were asked to discuss the interplay between identity, family and religion. They were then asked to represent this interplay using art materials supplied.

- Panel Discussion: Family and identity
 - o The panellists, drawn from the participants, were asked to speak briefly on the following questions then questions were invited from the participants.
 - How does your family affect your identity?
 - How does your identity affect your family?
 - How does your faith affect your understanding of the concept of family?
 - o The five panellists came from different backgrounds and each had either some academic or personal insight into the topic that engaged the group and sparked discussions. Some of the points raised were:
 - *Jaanus, a gender studies major: “Identity is always related to something else ... it is always under construction and is not stable”*
 - *Silja, a trainee Lutheran pastor: “Parents didn’t raise me in a void”*
 - *Valeriana shared a very personal story of what for her was normal everyday life in a large extended family that revolved around the family business*
 - *Magda from Poland shared disturbing statistics about domestic violence and gave some insight into the cultural mindset behind this.*
 - *Christophe from Brussels shared in insight into the sacramentology of marriage in the Orthodox church.*

- Inter cultural Evening
 - o A successful evening of inter-cultural sharing which really jelled the group together

Wednesday

- Workshop: Gender Issues
 - o Natalie Maxon, one of the participants, lead a workshop on gender issues. The workshop addressed sociological and biblical ideas of gender. The first workshop session focused on the story of the ‘fall’ found in the book of Genesis. The

participants were divided into four groups and were each given a character (Adam, Eve, God or the Snake) and were asked to analyze the roles and motivations their character had in the story. This culminated in a Jerry Springer-like talk show where the characters, through the groups, explored roles and stereotypes associated with gender.

- The second workshop session addressed the sociological aspects of gender and culminated in the group being divided into gender groups and asked to come up with questions for the opposite gender:

- From Men to Women

1. Why do women wear make up?
2. Do you think that women are sexualised / reduced to sexual objects in the mass media?
3. If you could change one thing about men, what would it be?
4. Do you think that your life would be easier if you were a man?
5. Do you feel equal in your culture, society, church, family...

- From Women to Men

1. How do you feel about taking care of children and fatherhood?
2. What will be your first thought when you see someone driving badly?
3. Is there anything about the role of the man you want to be liberated from? How could women contribute to this?
4. How could you contribute to the empowerment of women?

- Unfortunately we ran out of time before these questions could be answered, however they were the source of much free-time and meal-time conversation for the remainder of the study session.

- Both sessions in this gender workshop were challenging and fun for the participants, a combination that seemed to stimulate conversations that may not otherwise have happened.

- Group Work: The Challenge of Same sex unions

- The session began with a reflective exercise challenging the hetero-normativity of society which led to the identification of some non-heterosexual sexual identities.

- This was followed by a very constructive group exercise that looked at the challenges that same sex couples posed to society, to the church and to individuals and what challenges society, the church and individuals posed to same sex couples. In the plenary summary the following points were discussed:

- Society

- Recognition
- Public displays of affection
- Division in society
- Discrimination
- Destruction of traditional family models
- Discrimination / Homophobia

- Church

- Pressure within the Ecumenical movement, denominations and individual churches because of the diversity of opinion
- No official blessings in most churches
- Development of inclusive liturgy and a change of thinking

- Individual

- Acceptance with ones family
- Acceptance is not the same as equality
- Role models are different

- Lecture: Partnership legislation in Europe - Mr Ian Curry-Sumner

- A highly informative and factual lecture that gave a concrete and institutional framework in which to place the earlier discussions on same sex unions. Beginning with the historical precursors to same sex unions; decriminalisation of homosexual acts, equalisation of the age of consent and the introduction of same sex partnership legislation; Mr Curry-Sumner gave an overview of the current partnership legislations throughout Europe.

- Storytelling Evening

- This was an informal and optional evening event where participants were invited to tell a story from their own culture or from their own experience around the theme of

family. It was very well attended session where participants shared some very personal stories which gave a very human and real dimension to the study session.

Thursday - Excursion Day

- Presentation: Violence against Women
 - o Tanya Rishi and Johanna Ellis from the Council of Europe presented the current campaign *Stop domestic violence against women* and shared resources with the participants.
- Conference at Council of Europe Main Building
 - o The group attended a conference being held for International Women's Day in the main building of the Council of Europe.

Friday

- Workshop: Human Rights
 - o Katia Panova, an intern at the EYC introduced the topic of Human Rights, the basic values and principles there in and related these rights to our discussion on family. The group were then given extracts from different Human Right documents and were asked to select the 9 most important rights and to rank them in order of importance.
 - o This exercise proved to be a challenge and brought up the topic of competing rights and how different societies and cultures prioritise rights differently. There were marked differences between Western and post-communist countries when discussing rights around property for example.
- Lecture: Positive Parenthood
 - o Annachaira Cerri, head of the Family Policy Section, gave a power point presentation about positive and non-violent parenting and introduced several COE campaigns.
- Movie: Watching and discussions
 - o The team chose the Finnish film *Producing Adults* for the group to watch as its plot contains references, either directly or indirectly, to every aspect of the study session.

- Unfortunately as the film was in Finnish with English subtitles not all of the participants could actually engage properly with the film and were therefore not able to fully participate in the discussion that followed.
- However the film did prove to be a good tool for discussing the topics of sexuality, promiscuity, children, artificial insemination and the changing roles of men and women in the work place, within a family and in society as a whole.
- Games Evening
 - The participants were given the chance to relax or to play the Council of Europe produced game about women's rights throughout the world.

Saturday

- Reflection and questions
 - As the main purpose of the study session was to have the discussion about what family is and means the team decided it was important to stress that asking questions was more important and constructive in this context than destroying ourselves trying to agree on one universal answer. Therefore the participants were given the opportunity to write down their questions. Some of these were then drawn out of the hat and there was a plenary discussion around them. Some examples of these questions were:
 - What is the coherent bond that cuts across all the relationships of a family?
 - Living in society, how do we conciliate family, identity and religion without forgetting how different we all are?
 - What kind of family do I want to build? With what roles and relationships for adults and children? How will it differ from my parents' family?
 - Can we make people respect each other?
 - How would a child grow up in a family with two mothers or two fathers? What kind of adults would they become? Is this not a social experiment?
 - What makes a Christian family?
 - How many roles are there in a single family?
 - Do 'planned' families turn out better than 'unplanned' ones?
 - How can we learn to love and accept minorities (for example homosexuals) when the church we belong to is limiting us?
 - What is the theology of marriage in different churches? What constitutes a blessing?

- Does a family have to produce children?
 - How do we implement positive parenting?
 - Is homosexuality a sin?
 - Do we really need a definition of family?
 - Can we really define family at all?
 - How do we live without hurting others? Without judging the other with our own ideas and prejudice (even the unconscious ones)?
- Campaigns
 - Both the Council of Europe and the WSCF introduced campaigns, future events, projects and further opportunity to engage with this and similar topics.
 - Evaluations
 - A final lively and positive session where the participants evaluated the Study Session and their engagement within it. The feedback was mostly positive, with some constructive criticisms.
 - For a lot of the participants this was the first time engaging with some of the aspects of this topic and their comments and evaluations reflect that:
 - The topic was “bold, provocative, relevant as young people are making important decisions re. Family. Holistic approach to the topic that included many 'sub-issues i.e. sexuality, gender, human rights, violence”
 - “I think [the] style, planning, methodology and care really impacted the group”

Simulation

Throughout the week the participants took part in a role play simulation that took them out of the context of the European Youth Centre and ask them to imagine that they had been stranded on a desert island. Each day the groups were given different tasks and discussion points that would enable them to discuss the themes of the day in a different context. See the Appendix for the full list of tasks and questions.

The aims of this simulation were to:

- to make people think about what they think family is.
- to expose stereotypes and social constructs
- to build relationships between the group
- to examine what children mean to a family
- to explore the concept of extended families and communities.

Some of the participants engaged immediately with this exercise while others took time to really engage with their groups and tasks. However by the third day all the groups were functioning well do varying degrees and by the time it came to finish the role play and debrief some of the group found it quite emotional.

Outcomes

Main results for the organiser of the study session

This study session was part of WSCF-Europe's work on Gender issues and followed on from a conferences on embodied faith, held in Amsterdam in 2002, and on Gender and human rights with a focus on the trafficking of women, held in Vilnius in 2005. The Nordic Sub-regions Winter meeting on domestic violence in February 2006, the Central European Sub-region conference on the myth of independence and the UK Student Christian Movement conference 'passion for justice – global and faithful perspectives on human sexuality', both held in July 2006, all touch on aspects of family that this conference drew together. It was part of continuation of a process of discussing gender and human rights related topics within the organisation which then filter through to national movements

The main outcome for was an open frank discussion on the topic of "family" in an official setting, which has problematic in the past. In fact it was the first forum where Christian organizations discussed the current challenges in the concept of family and facilitated discussion on what for churches is still a very sensitive area

This was the first time the organisation has engaged with non-formal learning to this extent and these process will be integrated into future events. We realized how big a role the method plays in the learning process. Non-formal method suited very well this topic, and it will also be more used in the future.

The activity contributed to the creation and reinforcement of the organisation and its networks. Links were made with Student Christian movements in new countries ('The former Yugoslav Republic of Macadonia', Moldova) and previously lapsed co-operations began the process of being re-established (Portugal) also new contact with Greece.

Main learning points for participants

- Participants were confronted and challenged with a big variety of points of views on the topics mentioned in the objectives
- the topics have been discussed from different perspectives and angles, thus differing at times from the perspective of the different churches in the different countries and therefore being new to participants
- participants got in touch, lived and worked together with participants from other Christian denominations
- awareness was raised amongst participants towards different genders, gender roles, family models, Human Rights, What is CoE, What is WSCF-E, The concept of family in different historical periods and cultures, Family legislation in European

countries, Different approaches to family, same-sex unions, parenthood, gender roles (Society, Churches, denominations, individuals)

Follow Up

A full report printed, distributed to the movements and partners, sister-organizations (many have already expressed their interest)

An issue of the WSCF-Europe journal *Mozaik* dedicated to the issues discussed has been published

Two training seminars on Gender Equality to be held summer 2007

The conference on Migration May 2007 in Rome will continue the themes of the conference with a working group on Gender issues

A workshop on Family Policy will be held at our Regional Assembly in October in Paris

Appendixes

Activities used during the Study Session

Icebreakers

1. Participant introductions

Aims

To begin the process of getting to know one another

For each participant to have the opportunity to speak without interruption

To introduce other languages (other than English)

Time 20 minutes

Instructions

Each participant introduces themselves giving their name, their country and their favourite word in their mother tongue (with translation and explanation)

2. Dominoes – taken from <http://eycb.coe.int/edupack/28.html>

Aims

- To encourage physical contact
- To help people to get to know each other
- To raise awareness that in a group there are differences between individuals as well as things which are held in common.

Time 10 minutes

Preparation

- A list of possible features to suggest if the players can't think of any themselves
- A large space

Instructions

1. Ask one person in the group to start by thinking of two personal characteristics which they then announce to the group, such as: "On my left side I am a girl, on my right side I have two brothers"
2. Then call for someone else in the group who shares one of those characteristics to hold the first person's right or left hand (according to the characteristic they have in common) and then add a characteristic of their own on the free side. For example: "On my right I am a girl, on my left I have brown eyes."
3. Get all the members of the group to take a turn so that in the end you have a circle in which everybody is linked to everybody else.
4. If a stated characteristic is not shared by someone else in the group and the domino can not be matched ask players to negotiate another feature so that the chain is continued.

3. Question Scale

Aims

To raise awareness that in a group there are differences between individuals as well as things which are held in common.

To allow physical movement

Instructions

A questioner asks the group a question or make a statement, if they agree they go to one side but if they disagree they go to the other, if they are unsure they stay in the middle. So there is a scale of agreeing or disagreeing for each question or statement.

Questions / statements

I have been to France before, I have been to Strasbourg before, I have been to a WSCF-Europe event before, I am still a student, I am married, I live with my family, I want to have children, I want to get married / have partnership, Friends are the family we choose for ourselves, The most important person to me right now is related to me, Family is more important than friends

Group Work: Definitions

Definitions of Family –Snowballing conversations

Aims

To realise that there are many definitions of family
To try to come up with a working definition for this study session

Time:

1 hour

Preparation

Large Space
Plenty of paper and pens

Instructions

The participants should break into pairs and discuss between themselves their definition of family. These pairs should then join with another pair so there are groups of four and carry on discussing then into groups of 8, then 16 then finally back in plenary where we will try to make a working definition for the study session

Time-scale

3 minutes for intro

2's – 5 min

4's – 7 min

8's – 10 min

16's – 15 min

32's - 20 min

Group Work: Alternative family concepts

Family Concepts – 06/03/07 11:30

Aims

To expand one our definitions of family
To try to understand different family models other than the traditional
To engage with participants from other backgrounds

Time:

1 hour 30 minutes

Preparation

Random Spaces
Plenty of paper and pens
Alternative Concept Cards

Instructions

The participants break into groups of 6-8 and are given a description of an alternative family concept and some guide questions to discuss. They will have 50 minutes to discuss and then come back into plenary to compare their ideas with the larger group.

Time-scale

10 minutes Introduction in plenary (play utube clip)

50 minutes Discussion in groups

30 minutes Discussion in plenary

Questions

Does this person have a family?

How would this person define their family?

How would this person link 'love' and 'family'?

How would this person define their identity in relation to family?

Alternative Family Concepts

A 45 year old monk who entered the monastery at 18

A 15 year old girl with two mothers

A 29 year old man rejected by his natural parents living in a commune

A 85 year old woman who has no living relatives living in a nursing home with 20 other men and women over 70

Group Work: Family and identity – creative art

Aims

To explore the theme in new way using creative art materials

To engage in team work to create something the whole group can identify with

Time 1 hour 30 minutes

Preparation

A good sized pace for each group with tables

Art materials

Instructions

Each group is given a space and art materials and asked to discuss the following question and to make a visual representation of their answer using the art materials. This might be a painting, a collage a knitted item... or anything really!

Question:

What is the relationship between family, faith and identity?

Desert Island Family role play for groups of 4 or 5

Aims

1. to make people think about what they think family is.
2. to 'expose' stereotypes and social constructs
3. to build relationships between the group
4. to examine what children mean to a family
5. to explore the concept of extended families and communities.

Monday

You as a group have been shipwrecked on an uninhabited island. The island sustains life and there is plenty of food and clean water. Escape from the island is not possible, it is 100's of KMs from

anywhere. The only people to make it to this island are the 4/5 of you, who do not know each other, and three children, these children are not related to any of you.

Discussion Question

You gather together as a group to discuss how you will live on this island together.

Points to consider:

Shelter

Food – gathering and cooking

Hygiene

Entertainment

Tuesday

You have been on the island 6 months

Discussion Question 1:

How are things progressing?

Discussion Question 2:

Who has responsibility for the children? An individual? The women? The men? The group as a whole?

Discussion Question 3:

Although you are small, is there a leader in the group? Do you make all your decisions together? Does one person have the final say? Do the children have a say?

Wednesday

You have been on the island 1 year and a huge storm hits the island your shelters are badly damaged, your food stores (if you have any) are destroyed. Worst of all the youngest of your children is killed by a falling tree.

Discussion Question 1:

Take a moment to consider how you personally feel. If appropriate share briefly as a group.

Discussion Question 2:

How does the death of the child affect the group as a whole? How will you deal with the practicalities, like disposing of the body? Who will tell the other children? What will you tell them?

Discussion Question 3:

How will you rebuild your home on the island?

Friday

You have now been on the island 2 years and the children are entering puberty.

Discussion Question 1:

Who discusses this with the male child?

Discussion Question 2:

Who discusses this with the female child?

Discussion Question 3:

How will this affect the dynamics of the ‘family’?

Saturday

It is now 3 years since the shipwreck and at last there is a chance of being rescued!

Discussion Question 1:

Do you want to be rescued?

Discussion Question 2:

If No:

What are your long term plans for this family?

If yes:

How will you reintegrate into society?

The 'characters'

The children

(None of you the group will 'play' the children; they will be invisible members of the group)

Jack Age 10

Was on the ship with his father and step mother. He is obsessed with his PSP2 and playing violent video games. (His computer was lost at sea though) His father pays for him to attend the best school in the country, which he hates and consequently doesn't try very hard. He is shy and not used to exercise.

Elen Age 9

Her father was a crewman on the ship and her mother a stewardess. She has grown up on that ship or ones like it. Her education therefore has been sporadic and although her knowledge of geography and, knots and silver service is extraordinary her knowledge of science, history, maths and literature is very limited. She likes to play hide and seek, is energetic and asks a lot of questions.

Sam Age 4

His parents are a mystery. Sam is lovely but seems to be a slow learner. He cannot yet speak very well but loves to listen to stories. Because of the shipwreck he is very frightened of the sea and screams if he can see it, which on a small island is from most points.

The group can either be themselves (or caricatures of themselves) or chose a new identity, some suggestions could be: Nurse, Sailor, Ships engineer, Builder, Cleaner, Actor

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday			
8:30		B r e a k f a s t								
9:00		E c u m e n i c a l W o r s h i p								
9:30	S A L I S A V I R Y	Introductions 1: Prepcom 2: WSCF 3: COE: Council of Europe 4: EYC (house rules etc)	Lecture: Theological and Sociological perspectives of family Dr Sharon Jones	Gender Workshop	Worship cont. Presentation on violence against women	Human Rights workshop	Family Strategy: Individual reflection (guided)			
11:00		C o f f e e				C o f f e e				
11:30		Icebreakers	GW Family concepts	GW Gender Issues			Lecture: Parenthood (COE Speaker)	Simulation debriefing		
13:00		12:30 Intro to Safe Space								
14:30		L u n c h					L u n c h			
16:00		GW Family Trees	GW Family and identity	Challenges of same sex unions to society, the church and to individuals			Movie: Producing adults	Campaign: All different all equal and mozaik		
16:30		C o f f e e							C o f f e e	
		GW Definitions of Family	Family and identity	Lecture:			Discussion	Evaluation		
		17:30 Intro to simulation	Panel Discussion	Partnerships (COE Speaker)					Final Worship	
18:00			S i m u l a t i o n				Simulation	Free time		
18:30			Orthodox Worship	Lutheran Worship			Catholic Worship		Reformed Worship	
19:00			D i n n e r				Dinner in	D i n n e r		
21:00			Movement Market	Intercultural evening			Storytelling	S'bourg	Games Evening	Farewell

Sunday 11th is departures day, you must vacate your room by 10am, breakfast only will be provided

KEY: GW – Group Work

Rooms Basement Plenary Group work spaces Basement worship space Group Island space Austrian Room

List of participants

Mr./Ms	Family Name	Firstname	Country of Residence	Nationality	SEX
Mr.	Abramchuk	Raman	BY	Byn	m
Ms	Andersson	Sara	NO	NO n	f
Ms	Bandeirinha	Rosa	PT	PT n	f
Mr	Bonniot	Daniel	HU	FR n	m
Mr.	D'Aloisio	Christophe	BE	BE n	m
Mr	German	Lubomir	CZ	SK n	m
Ms	Gkitsi	Anastasia	GR	GR n	f
Ms	Jones	Angharad Parry	UK	UK	f
Ms	Jovich	Branislava	MK	MK n	f
Ms	Kahlos	Saila	FI	FI n	f
Mr.	Kirkovski	Aleksandar	MK	MK n	m
Mr	Kovacs	Kristian	SK	SK n	m
Mr	Kratochvila	Michal	CZ	SK n	m
Ms	Lehmusjarvi	Niina	FI	Fin	f
Ms	Maxson	Natalie	CH	Can	f
Ms	Mazarova	Eva	SZ	SK n	f
Ms	Meisal	Silje	NO	NO n	f
Ms	Melillo	Flavia	IT	It n	f
Mrs	Mihalache	Livia Georgiana	RO	Ron	f
Ms	Papp	Vera	HU	HU n	f
Mr	Ritter	Robert	UK	DE	m
Mr	Siaudinis	Gediminas	LT	LT n	m
Ms	Silva Dias	Susana Cristina	PT	PT n	f
Ms	Slawinsk	Magdalena	PL	PL n	f
Mr.	Szakacs	Elod	RO	RO n	m
Ms	Szatmari	Julia	RO	RO n	f
Ms	Szekely	Katalin	RO	RO n	f
Ms	Takacs	Valeria	HU	HU n	f
Mr	Teose	Jaanus	Sn	SN	m
Ms	Tervanotko	Hanna	HU	Fin	f
Ms	Vasilevich	Natallia Hareckaha	BY	Byn	f
Ms	Vatamanescu	Stela	MD	MD n	f
Ms	Vuorinen	Jooa	FI	Fin	f
Ms	Ytterbrink	Sara	SN	SN	f
Ms	Yuriy	Bohdana	UA	UA n	f

