

Lesson 2: "Different families"

Stonewall Plan
KS1: Year 1 or 2

National Curriculum links: Key Stage 1 joint non-statutory framework for PSHE and citizenship

4. Pupils should be taught: a) to identify and respect the differences and similarities between people; b) that family and friends should care for each other

Key vocabulary: relationships, partners, girlfriend & boyfriend, husband, wife; family words, e.g. daughter, grandson, cousin, aunt, etc.

Learning intention: To begin to understand diversity in families

INTRODUCTION

Whole Class

You will need to prepare by selecting some books which include reference to or images of different families. There are now many good KS1 books which mention but do not labour the point that families come in many shapes and sizes. We start the lesson with just two books. For example, I have chosen *Harry and the Dinosaurs have a Happy Birthday* with *And Tango Makes Three*. Have fun reading them aloud. As a class, think back to the last session and talk about the **relationship webs** which Tango and Harry might have. Discuss the differences between the families portrayed in the two books.

ACTIVITY

Children are going to do some 'research'. This will involve looking through some familiar picture books and noting the kinds of families they portray. If resources are limited, you might want to carry out the activity with a small group at a time. If you discover that your book box contains rather few books showing diverse families, this might be an opportunity to review your stock!

DIFFERENTIATION OPPORTUNITIES

Older & more able children

Older and more able children may wish to look through a pile of books placed on their table and design a way to record the types of families shown in them. They might devise their own tables or charts, or they might wish to record in lists. They might want to work with the 'relationship webs' idea. Designing how best they might record and communicate the information is important.

Some children may prefer to have a pre-established format in which to record their findings. This might be a set of boxes for lists of the characters in the fictional families, with opportunities to indicate their relationships. They might independently review the books provided.

Some children may prefer to record their results pictorially. This might involve using a pre-established format such as circles and spokes, as in the relationship webs activity. They might review the books provided on their table with the support of an adult.

Younger/less able children

Some children may benefit from being provided with a frame, with pre-drawn/printed circles in which to draw a limited number of figures, and 'spokes' connecting the circles, as in the previous session. They might wish to select from a smaller range of books or work with an adult to identify the relationships between characters in familiar picture books.

PLENARY

Whole Class

Discussion: What do we notice about the types of families portrayed in the books? If children are comfortable with discussing their own families, they might like to think about how they differ from some of those shown in the books (...yes, they don't have a dad who's a penguin!).