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| 2.1.2 | Families are different and the same |

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| Big question:   * How are families different and the same? |  | Key vocabulary:   * family, diverse, difference, similarities, love, caring, illustrations |
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| Skills:   * Empathy and compassion (including impact on decision-making and behaviour) * Respect for others’ right to their own beliefs, values and opinions |  | Resources:   * PowerPoint 2.1.2 * A range of children’s books which contain families (some examples in the introductory document) * A4 plain paper * Colouring pencils or pens |

*This lesson highlights the differences and similarities between families and the diversity of families. It promotes the fact that every family is different and that’s great!*

Introduction (10 mins)

* Start by considering a range of children’s books about families. See **Slide 1** Notes for search terms for stories online which are read aloud. Ask pupils to look at the range of families within each book and the similarities and differences between them. Differences might include that they live in different countries or towns, that the families have different numbers of people in them, enjoy doing different things together, they might have different religions or have different-coloured skin or hair, or the family might have two mums or two dads, or one mum or one dad, or not be related to each other. Some similarities might include that they enjoy spending time together, that they take care of each other, that they are always there when someone in the family needs them for help, etc.

Activities (25 mins)

* As a class, look at the amount of diversity within the children’s books and begin to think about all the wonderful ways in which our families differ.
* Show **Slide 2** and play the ‘I have’ game described there. The pupils all stand up and listen to you as you offer statements such as ‘A member of my family has …’. If the statement matches someone in their family, a pupil sits down. This can be played with a whole range of statements as suggested in the Notes section of the slide.
* Show **Slide 3**. Pupils work individually or in groups to create a book about similarities and differences between families. They can start by saying ‘Some families are …’, giving descriptions of how families are different, with pictures to illustrate if possible. They then go on to say, ‘But all families like to …’ giving descriptions of things that make families the same, such as loving each other, caring for each other, spending time together, and so on. This could take the form of three pages of differences followed by one page of similarities. The task can easily be differentiated for more/less confident writers.

Plenary (10 mins)

* Show **Slide 4**. Share the books as a class and talk about the differences and similarities people have chosen to show, along with the illustrations, in a class story-telling session. If the activity has been completed in groups there should be enough time to share them all; if completed individually, invite pupils to share or choose some which pupils have put a lot of effort into or ones which offer good examples of illustrations, etc.

Assessment Opportunities

* Each booklet can be used as an assessment tool to discuss diversity in families as well as being useful to put into the class or school library to raise general awareness of diversity in families.

*Note: Ask pupils to bring in photos of things they enjoy doing as a family, and if possible a clean jam jar, for the next lesson.*