



## Lesson 1: Different families

### Objectives

By the end of this lesson, your pupils will...

- Revise and learn vocabulary relating to family members.
- Identify the relationships between different people in a family.
- Acknowledge that different family structures exist and that each family's goals are different.
- Recognise that having children is not a requirement to make a family.
- Appreciate the diversity of families within their class and beyond.
- Gain confidence in talking about diverse family structures.

### Materials

- *Different families* presentation →
- *Who's in my family?* worksheet →

### Lesson Plan

(45 mins)



#### Warmer (10 mins)

- **(slide 2)** Revise family vocabulary- use flashcards and word cards from your course if you have them.
- Check understanding of familiar family vocab items (e.g. *Who's an uncle? My uncle is my dad's brother.*)
- Teach new vocabulary for family words outside the curriculum- elicit from your pupils if they know the meaning of 'step-dad' / 'step-mum' etc. and explain any terms that are unknown. You can use the pupils' first language to do this. Ensure the atmosphere is open, pleasant and non-judgemental.

- Explain that there are lots of different types of families all over the world and in this class you're going to look at different families.

**NOTES:** Allow pupils to refer to their own family structure, encouraging them through direct questions. Be sensitive to different children's experiences and ensure that no child feels pressure to explain their own family if they don't want to.

Also be mindful about different family members that might need to be discussed: foster parents / siblings / adopted children.



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### Part 1 (15 mins)

- Present the slides with the different families on.
- **(slide 3)** Model the activity with the first picture-ask 'Who can you see?'
- Ask what relationship they have and show the different family words to highlight that we don't know their relationship.
- Ask 'Are they happy?' and reiterate that we can see they are (they're smiling).
- Repeat the same questions with the next twelve slides. Ask:
  - Who can you see?
  - What's their relationship?
  - Are they happy?
  - What do they want?
- Allow pupils to guide the discussion here. There are no specific right or wrong answers about the relationships between the people in the photos. Maybe the pupils know families like those in the photos and can talk about that.

**NOTES:** Many of the photos show children, but not all. For some families, the common goal is to have

children, but for others, their common goal may be to go on a trip, buy a house, or have a dog, bird, or rabbit! You can guide the discussion to mention the social pressure for reproduction and understand that having children does not define family structures. Allow pupils to use their first language in this discussion if needed, and refer back to slide 2 with the family words to support a discussion in English.

- **(slide 11)** Consolidate the fact that these are all examples of different families. Tell the pupils:
  - Some people are old, some people are young.
  - Sometimes there are men *and* women, or sometimes there are *only* women or *only* men.
  - Some families have one parent, some have more than one.
  - Sometimes there are children, but sometimes there aren't.
  - Sometimes there are pets.
  - Some families are big and others are small...
  - ...**but all families are important, valid and special.**

### Part 2 (20 mins)

- **(slide 12)** Handout worksheet 1 as you present the final slide. Tell pupils they can draw their own family, or imagine a family, or choose one from their favourite book or tv-show. Ask them to draw and label who's in their family.
- Encourage them to include cousins / aunts / uncles / pets as *they* choose. The point is that they should define who is in the family.

### Extension (10 mins)

- Have pupils present their family pictures. Instruct them to come to the front of the class and show their pictures. They should explain 'This is my X' and point to their drawings.
- Encourage pupils to ask questions:
  - What do they want?
  - Are they happy?

**NOTES:** this must be done in a safe and supportive environment where no pupil will feel judged for talking about their family. Encourage questions but reiterate the message that all families are different and all families are valid.