



# just like us

EMPOWERING LGBT+ YOUNG PEOPLE

## Different Families

Session summary		Pupil context
<p>Pupils will be introduced to different families. They will sympathise with the feelings of people creatively within the structure of freeze frames and thought-tracking.</p>		<p>EYFS Pupils</p>
Session aims	Resources needed	Link to English curriculum
<p>Pupils will develop their understanding of families through looking at different families coming to the conclusion that all families are different but similar in love.</p>	<ul style="list-style-type: none"> <li>▸ Camera</li> <li>▸ Sticky notes</li> <li>▸ Individual whiteboards</li> <li>▸ Video transcripts (optional)</li> </ul>	<p>Pupils know about similarities and differences between themselves and others, and among families, communities and traditions.</p>
Link to Welsh curriculum	Link to Scottish curriculum	Link to NI curriculum
<p>Pupils will identify the similarities and differences between themselves and others including families.</p>	<p>I know that there are people in our lives who care for and look after us and I am aware that people may be cared for by parents, carers or other adults.</p>	<p>Pupils will recognise similarities and differences in families and the wider community;</p>
Preparation ahead of the session		
<ul style="list-style-type: none"> <li>▸ A good way to explain a freeze frame (also known as a <i>still image</i>) is to say that it is like taking a photo.</li> <li>▸ You may need to let pupils know about School Diversity Week: you can find explainer slides in our resource library.</li> </ul>		

Timing	Activity	Suggestions for differentiation
0-5	<p><b>My family</b></p> <p>▸ Draw a photo of your family on flipchart paper as you think out loud sharing names and relationships of the people in your family with the pupils. This is my... their name is...</p>	
5-15	<p><b>Who's in your family?</b></p> <p>▸ Ask pupils to draw a picture of their family on their individual whiteboard.</p> <p>As pupils draw, ask:</p> <ul style="list-style-type: none"> <li>● Who is in your family?</li> <li>● What are their names? What do you call them?</li> <li>● Who lives in your house?</li> <li>● How do you feel about your family?</li> </ul> <p>▸ Ask a selection of pupils to share their picture whilst explaining the names/relationships of people in their family with the class.</p> <p>▸ As pupils share, record family roles. Write family in the centre of flipchart paper, as pupils share, record family members as a spider diagram e.g. mum, mummy, dad, baby brother etc.</p> <p>▸ Explain to pupils that from this exercise, we can see that all families are different. Draw conclusions and comparisons from the pupils' drawings e.g. some families are small, some are big, some of us have siblings, some of us don't have any, and so on.</p>	
15-20	<p><b>Freya's family</b></p> <p>▸ Explain to pupils that we will be looking at different families to discover how all families are different and unique.</p> <p>▸ Play the video of Freya talking about her family.</p> <p>▸ Think-pair-share:</p> <ul style="list-style-type: none"> <li>● Who is in Freya's family?</li> <li>● What is the relationship between the people?</li> <li>● Where does Freya's family live?</li> <li>● Why is Freya's family special?</li> </ul>	

	<ul style="list-style-type: none"> <li>▸ Select four pupils. In the middle of the circle, model turning the pupils into a freeze frame of Freya’s family photo (mum, dad, Freya and her cat) . Model discussing who is in Freya’s family and assigning parts to the pupils. Use think out loud and questions e.g. “Freya has a mum and a dad, you can be</li> <li>▸ Freya’s mum and you can be Freya’s dad. Freya said her cat is the boss of the family, you can be Freya’s cat”.</li> <li>▸ Say: I am going to take a photograph in 3, 2, 1 and freeze! [Take a photo of the pupils].</li> </ul>	
<p><b>20-30</b></p>	<p><b>Aisling’s family</b></p> <ul style="list-style-type: none"> <li>▸ Play the video of Aisling talking about her family.</li> <li>Think-pair-share: <ul style="list-style-type: none"> <li>● Who is in Aisling’s family?</li> <li>● What is the relationship between the people?</li> <li>● What does Aisling’s family like to do?</li> <li>● Why is Aisling’s family special?</li> </ul> </li> <li>▸ From the discussion draw out the importance of spending time together and sharing each other’s lives (relationship education).</li> <li>▸ Model turning the pupils into a freeze frame of Aisling’s family photo. Use think-out-loud and questions to help e.g. how many people are in Aisling’s family? I need 5 children to be in this photo. What do Aisling’s family like to do? Aisling’s family like to watch funny films, let’s pretend they are watching the televisions and are laughing.”</li> <li>▸ Say: I am going to take a photograph in 3, 2, 1 and freeze! [Take a photo of the pupils].</li> <li>▸ Ask the pupils around the circle:: <ul style="list-style-type: none"> <li>● Who can you see in the family?</li> </ul> </li> </ul>	
<p><b>30-40</b></p>	<p><b>Rin’s family</b></p> <ul style="list-style-type: none"> <li>▸ Play the video of Rin talking about his family.</li> <li>▸ Think-pair-share: <ul style="list-style-type: none"> <li>● Who is in Rin’s family?</li> <li>● How does Rin stay in touch with his family?</li> <li>● What does Rin’s family like to do?</li> <li>● Why is Rin’s family special?</li> </ul> </li> </ul>	

	<p>‣ In the middle of the circle, model turning the pupils into a freeze frame of Rin’s family photo. Use questions and think-out-loud to support e.g. Who is in Rin’s family? There is Rin and his wife who live in England let’s put them on this side and he has a mum, sister, dad, brother and wife who live in Japan, let’s put them on this side. Rin’s brother has a baby, can you pretend to hold a baby” etc.</p> <p>‣ Say: I am going to take a photograph in 3, 2, 1 and freeze! [Take a photo of the pupils].</p> <p>‣ Say: If the family member could say something, what do you think the family member might say? Ask the pupils to think about what the ‘character’ would say e.g. Ask: what do you think the Rin would say to his mum? What would Rin’s brother say to Rin?</p> <p>‣ Ask the group of pupils to freeze again and say: When I touch you on the shoulder, I would like you to say your ‘characters’ speech.</p>	<p>If pupils struggle to come up with their own ideas about what the family members might say. Use ‘my turn, your turn’ to give children statements. E.g.:</p> <p>Rin to his niece - “I can’t wait to see you in Japan” Rin’s mum to Rin - “I miss you!” Rin’s wife, Jane - “We like to cook” Rin’s Sister - “We live in Japan” Rin’s brother and sister in law “We just had a baby” Rin’s Dad “We are grandparents”.</p>
<p><b>40-50</b></p>	<p><b>Shoshana's family</b></p> <p>‣ Play the video of Shoshana talking about her family.</p> <p>‣ Think-pair-share:</p> <ul style="list-style-type: none"> <li>● Who is in Shoshana’s family?</li> <li>● How is Shoshana’s family different from Rin’s?</li> <li>● What does Shoshana's family like to do?</li> <li>● Why is Shoshana's family special?</li> </ul> <p>‣ Draw out from the discussion that sometimes families look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care (relationship education).</p> <p>‣ Select 4 different pupils. In the middle of the circle, model turning the pupils into a freeze frame of Shoshana's family photo using think-out-loud and questions. .</p> <p>‣ Say: If the family member could say something, what do you think the family member might say? Ask the pupils to think about what the ‘character’ would say e.g. Ask: what do you think the Shoshana would say to her mum Deb? What would Shoshanamum Leah say to Shoshana?</p>	<p>If pupils struggle to come up with their own ideas about what the family members might say. Use ‘my turn, your turn’ to give children statements. E.g.:</p> <p>Shoshana - “My family is special to me” Deb - “We like to go on walks together”</p>

	<p>▸ Ask the group of pupils to freeze again and say: When I touch you on the shoulder, I would like you to say your ‘characters’ speech.</p>	<p>Leah - “We are Jewish” Reuven - “I am a police officer”</p>
<p><b>50-60</b></p>	<p><b>Are all families the same?</b></p> <p>▸ Ask: Are all the families we saw today the same? Were they different to your family?</p> <p>▸ Say: we have seen lots of different families today:</p> <ul style="list-style-type: none"> <li>● Some families have a mum and dad.</li> <li>● Some families have two mums.</li> <li>● Some families have grandparents.</li> <li>● Some families are big. Some families are small.</li> <li>● Some families have pets.</li> </ul> <p>Also in other families:</p> <ul style="list-style-type: none"> <li>● Some families have a dad and a daddy.</li> <li>● Some families have a carer.</li> <li>● Some families have a step-mum.</li> <li>● Some families have a step-dad.</li> </ul> <p>▸ Think-pair-share</p> <ul style="list-style-type: none"> <li>● What do you think they all have in common?</li> <li>● What makes a family a family?</li> <li>● Draw out from the discussion that families are characterised by love and care (relationship education).</li> </ul> <p>▸ Say: We are going to write a recipe for a family. What does a family need? Take pupils’ responses and turn into a recipe.</p> <p>In a large bowl, Mix together ____ and ____. Add a pinch of _____ and a spoonful of _____ Stir in a teaspoon of _____ pour in a cup of _____ Mix well and bake in an oven of love.</p>	<p>Ideas could include:</p> <p>love security stability protection care sharing respect happiness safety</p>

### Comments and adaptations

Read ‘The Big Book of Families’ by Mary Hoffman before or after the session.

