

'The Great Big Book of Families': Mary Hoffman and Ros Asquith

Health and Wellbeing Experiences and Outcomes:

Mental, emotional, social and physical wellbeing						
EARLY	FIRST	SECOND	THIRD	FOURTH		

I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. **HWB 0-05a / HWB 1-05a / HWB 2-05a / HWB 3-05a / HWB 4-05a**

I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support.

HWB 0-08a / HWB 1-08a / HWB 2-08a / HWB 3-08a / HWB 4-08a

I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.

HWB 0-10a / HWB 1-10a / HWB 2-10a / HWB 3-10a / HWB 4-10a

Literacy and English Experiences and Outcomes:

Listening and Talking – Understanding, analysing and evaluating					
EARLY	FIRST	SECOND	THIRD	FOURTH	
To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. LIT-07a/ LIT 0-16a/ ENG 0-17a	I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions. LIT 1-07a	I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions and by asking different kinds of questions of my own. LIT 2-07a	I can show my understanding of what I listen to or watch by commenting, with evidence, on the content and form of short and extended texts. LIT 3-07a	I can show my understanding of what I listen to or watch by giving detailed, evaluative comments, with evidence, about the content and form of short and extended texts. LIT 4-07a	

Progression

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Early	First	Second	Third/Fourth
I know that all families	I understand the	I understand the	I appreciate the unique
look different.	differences and	importance of	features of individuals
	similarities between	celebrating cultural	and their families.
I am able to share my	families.	and family diversity.	
thoughts with a			I am able to make
partner.	I am able to respond	I am able to support	informed opinions
	to questions using key	my opinion with	using more than one
	question vocabulary.	evidence.	source.



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By the end of Early Level

- ❖ I know that all families look different.
- I am able to share my thoughts with a partner.

Resources:

'The Great Big Book Of Families' – Mary Hoffman and Ros Asquith
Mark making materials
Different Families Same Love poster, Stonewall Scotland –
https://www.stonewall.org.uk/sites/default/files/poster_different_families.pdf

Step 1:

 Begin with the question: 'What is a family?' Allow the learners to share what they already know about families.

Step 2:

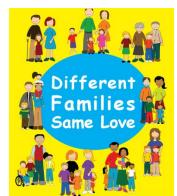
Learners to create a visual representation of their family to share who is special to them.

Step 3:

- Show the 'Different Families Same Love' poster -
- Talk about the families in the pictures they are not all the same.
- Share that each family is different in the poster.

Step 4:

- o Read 'The Great Big Book of Families':
- Allow the learners to share what they notice about the families in the book.





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By the end of First Level

- I understand the differences and similarities between families.
- ❖ I am able to respond to questions using key question vocabulary.

Resources:

'The Great Big Book Of Families' – Mary Hoffman and Ros Asquith
Mark making materials
Different Families Same Love poster, Stonewall Scotland –
https://www.stonewall.org.uk/sites/default/files/poster_different_families.pdf

Step 1:

- Begin with the word: 'Family'. Together as a class create a mind-map with all of the words which the learners can think of that are associated with the word family.
- Learners to share what their family looks like through the question, 'Who is in your family?'

Step 2:

- Show the 'Different Families Same Love' poster -
- Focusing on the poster as a whole, pose the question:
 - 'What do you notice about each of the pictures in the poster?'

Step 3:

- o Read 'The Great Big Book of Families':
- Discuss:
 - What did you notice about the different families in the story?

Different Families Same Love

Step 4:

- Using a picture of a well-known "traditional family", e.g. The Simpsons, choose one of the families from the poster to compare what makes them the same and different.
- In small groups, with another family from the 'Different Families Same Love' poster, make
 a list of the things that are the same and are different.



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By the end of Second Level

- ❖ I understand the importance of celebrating cultural and family diversity.
- I am able to support my opinion with evidence.

Resources:

'The Great Big Book Of Families' – Mary Hoffman and Ros Asquith
Mark making materials
Different Families Same Love poster, Stonewall Scotland –
https://www.stonewall.org.uk/sites/default/files/poster_different_families.pdf
Oxford Online Dictionary

Step 1:

- Working within groups the learners should create a mind-map with all of the words that the associate with the word 'Family'.
- o Groups to share their mind-maps with the rest of the class.
- Following feedback pose the question: 'What are the similarities and differences in your mind-map?'

Step 2:

- Read 'The Great Big Book of Families':
- Discuss the key message from the authors.

Step 2:

- Show the 'Different Families Same Love' poster -https://www.stonewall.org.uk/sites/default/files/poster_different_families.pdf
- Focusing on the poster as a whole, pose the following questions:
 'What do you see in the poster?'
 'What are the similarities and differences in each picture?'
 'What family types are missing from the poster?'



Step 3:

- Provide the learners with a set of cards with the dictionary definitions of 'family' as sourced on the Oxford Online Dictionary: http://www.oxforddictionaries.com/definition/english/family
- The learners should use the set of cards to reach consensus as a group, agreeing the definitions which they feel meet the criteria of 'family' and the definitions which do not. The children should use the images within the poster to support them in making their decision.

Step 4:

The learners, in their small groups or as a class, should write a definition of what they
consider to be 'family' based on their discussions and interaction with the materials.

Kindly created and shared by the young people and adults within the Millburn ASG Equality and Diversity Working Group and the Highland Council's LGBTI+ sub-group of the Care and Learning Equalities Improvement Group.

The Highland Council Comhairle na Gàidhealtachd

Equality and Diversity Lesson Plan

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Second Level – Dictionary Task Definitions

1. A group consisting of two parents and their children living together as a unit.	2. A group of people related by blood or marriage.
3. The children of a person or couple.	4. A large criminal group.
5. All the descendants of a common ancestor.	6. A group of peoples from a common stock.
7. A group of related things.	



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By the end of Third/Fourth Levels

- I appreciate the unique features of individuals and their families.
- I am able to make informed opinions using more than one source.

Resources:

'The Great Big Book Of Families' – Mary Hoffman and Ros Asquith
Mark making materials
Different Families Same Love poster, Stonewall Scotland –
https://www.stonewall.org.uk/sites/default/files/poster_different_families.pdf
'Is this a family?', RISC Toolkit - https://toolkit.risc.org.uk/collection/is-this-a-family/
'Love has no Labels', AD Council - https://www.youtube.com/watch?v=PnDgZuGIhHs

Step 1:

- Watch the 'Love has no Labels' clip https://www.youtube.com/watch?v=PnDgZuGlhHs
- o In groups discuss:
 - 'What do you notice about the reactions of the spectators in the clip?' 'What is the meaning behind *Love has no Labels*?'

Step 2:

- Show the 'Different Families Same Love' poster -https://www.stonewall.org.uk/sites/default/files/poster_different_families.pdf
- Working in small groups, give each group a different picture from the poster. Pose the following questions to the group:
 - 'Is this group a family and why?'
 - 'What do you notice about the group of people in the image?'
- o Each group to share their opinions with the class.

Step 3:

- Show the learners the images from the RISC 'Is this a family?' resource.
- Using the pictures, discuss:
 - 'How does 'Love have no Labels' apply to these family groups?'

Step 4:

- Read 'The Great Big Book of Families':
- In groups research "traditional families" in past and current media and stories, e.g. The Simpsons and Peter Pan. Following their research discuss:
 - 'How do "traditional families" compare to the families in the Different Families Same Love resource?'
 - 'How has media changed over time when representing family?'

