

aims

To explore family differences and challenge stereotyping

learning outcomes

- To know that all families are different and have different family members
- Understand that people sometimes have stereotypes (fixed ideas) about families

resources

- Story about families e.g. Book: *Tell Me Again About The Night I Was Born*, Jamie Lee Curtis
- [Photos of families](#)
- Large pieces of paper

activities

1. **Recap.** In a circle ask the class what they remember from the first lesson on stereotyping. What is a stereotype? What are the effects of stereotyping? Give some examples. 5 mins
2. **Comparing family types** In pairs ask the children to talk about what they think the word family means. Feedback some of their ideas and reinforce that members of our family are special people, including carers and friends who are close to us and who we think are important. Ask the class questions about families e.g. How are families created? Do families always live together? Are people always born into families? Do people always live with parents or other relatives? How many men and women are there in families? Are people in families always married? Do old and young people in families live together? How often do families see each other? Where do family members live? Make a list on the board of different kinds of family. 10 mins
3. **Family Pictures** Give each group a [photo of a family](#). Ask them to consider: who is in this family, what age are the family members, what kind of family relationships are there – are they close or distant? As a whole class look at the different pictures on the white board and discuss what each group has observed and what similarities and differences there are between the families. Reinforce that there are different kinds of families and all are equally valid. 10 mins
4. **Family Story** Read a story like *Tell Me Again About The Night I Was Born*, Jamie Lee Curtis. Discuss with the whole class – describe the family in the book, what did the child find out from the story? who are the family members? 10 mins
5. **Draw and Write** Give a large piece of paper to each child. Ask them to draw a picture of one of the kinds of family we have talked about today. Label the people in the family. Bring the pictures back to the circle and display them in the middle of the floor. Ask the children what they see in the pictures and discuss. 10 mins
6. **Review** Ask questions to find out what the class has understood about families. Do stereotypes exist about families? For instance, about who is in a family, or where people in the family live. Reinforce that these stereotypes don't value the uniqueness and difference in real families. 5 mins
7. **Closing Round** Finish with a closing round. "A family is ...". 10 mins

additional activities

Explore other stories about different types of family. Possible titles include:

The Family Book, Todd Parr

Who's in a Family? Robert Skutch

Nutmeg gets a little sister, Judith Foxon (British Association for Adoption and Fostering)

Happy Families, Allan Ahlberg

Spark Learns to Fly, Judith Foxon (British Association for Adoption and Fostering)