

Topic

My family

Aims

- To revise family vocabulary and 'I've got'/'I haven't got'
- To show examples of different kinds of families where children might see their own experiences represented
- To develop reading and writing skills
- To have an opportunity to be creative in a supported way
- To contribute to a class display

Age group

Primary

Level

A1/A2 +

Time

60 minutes

Materials

Family cards worksheets (one per learner)
Paper and crayons for drawing

Introduction

In 1993, UNESCO declared 15 May as being International Day of Families. 'Although families all over the world have transformed greatly over the past decades in terms of their structure and as a result of global trends and demographic changes, the United Nations still recognizes the family as the basic unit of society.' In 2018, the UN's theme for this special day is 'Families and Inclusive Societies'. The aim is to examine the role of families in advancing the UN's Sustainable Development Goal 16: promoting just, peaceful and inclusive societies. <http://www.un.org/en/events/familyday/>

Most primary coursebooks include a unit on families, but they are usually very traditional, with Mum, Dad a brother and a sister. This lesson provides teachers and primary children with an opportunity to see different kinds of families that might better reflect their own experiences. In this lesson, primary children do a series of simple and supported vocabulary and reading activities which lead to them writing about their own families. At the end of the lesson they draw pictures of their families and they make a classroom display of their texts and pictures.

Procedure

Before the lesson	Download and make copies of the worksheets you need: one text worksheet and one images worksheet per learner or pair of learners. Cut worksheets into 'cards'.
1. Warmer (5 minutes)	<p>Introduce the topic by playing a guessing game. Draw a simple stick picture on the board and label it 'me'. Draw a mum and dad (stick people) behind you and elicit the words by pointing and saying, 'This is my ...'. Learners hold up their hands to guess. When a learner guesses correctly, write 'mum' and 'dad'. Add other stick figures to represent family members, elicit the words* and add the labels.</p> <p>*If necessary, use flashcards or drawings to revise family words: mum, dad, brother, sister, aunt, uncle, grandma, grandpa, cousin, baby.</p>
2. Reading and matching activity (10–15 minutes)	<ul style="list-style-type: none"> • Check for any unknown vocabulary and decide whether to pre-teach words or encourage learners to guess the meaning from the context. • Put learners into pairs and hand out the text and image cards for matching. • Explain that learners need to read the family descriptions and match each description with its corresponding picture. Monitor learners while they read and match. Help and guide where necessary. • Elicit the answers with the whole class. One way of doing this is by reading out each text in turn and asking learners to hold up the correct picture each time. <p><i>Answer key: 1: Maya, 2: Anna, 3: Eric, 4: Niko, 5: Cecilia, 6: Jan</i></p>
3. Follow-up to matching task (5 minutes)	<ul style="list-style-type: none"> • Ask learners if any of the families in the pictures are the same as theirs. Ask, 'Is this like your family?' Encourage learners to think about the components of each family and to find similarities and differences. Point out that all families have things that are the same and things that are different, and that every family is special.
4. Extension and personalisation (20–25 minutes)	<ul style="list-style-type: none"> • Learners draw a picture of their own family, including themselves. Then they write a short text describing their family unit. • Make a classroom display with the pictures and texts. Add a heading: <i>Our families</i>.

Contributed by: Katherine Bilsborough