

# LESSON PLAN

## The Family

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**Subject:** Personal and Social Education, Geography

**Level:** Key Stage 2

**Developed by:** Caedraw

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**OVERVIEW:** A comprehensive Scheme of Work discussing the family and the issues around it.  
Caedraw Primary School is linked with Kidoti Primary School in Zanzibar. Children in Zanzibar will follow the lessons but from their perspective, this work can then be exchanged.  
Links to:  
Personal and Social Education framework for 7 to 19 year olds in Wales



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## Lesson 1: What do we mean by 'family'?– overview

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### **Global issues and outlook**

- Identity and Culture

### **Key question:**

- What do we mean by 'family'?

### **Skills:**

- Communicating
- Thinking

### **Resources:**

- Resource 1: Questionnaire
- Resource 2: Venn diagram
- Resource 3: Where does your family live?
- [www.ngfl-cymru.org.uk](http://www.ngfl-cymru.org.uk)

### **Learning objectives:**

- To express their own opinions and be aware that people have different points of view

### **Learning outcomes:**

- Discuss their opinions and show awareness of others'
- Form personal opinions and make informed choices

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## Lesson 1: What do we mean by 'family'?– plan

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### **Introduction:**

Question: Are all families the same? What do we mean by family? Think/ Pair/Share. Discuss ideas

### **Activities**

- Ask the children to circulate around the classroom, asking three different pupils questions to complete the questionnaire -Resource 1
- How many in your family? Where do you live? What is your favourite meal? What is your favourite television programme?
- Children go back to home group and discuss findings. Use a Venn Diagram (Resource 2) to sort differences between themselves and the others in their table. Can they find some similarities? Where will they place these?
- Discuss findings. Did they find any differences? Similarities? What does that mean? List some on board
- Do all your family members live near you? Discuss who they would call family . Give out sheet– Where Does Your Family Live? ( Resource 3) Do they live near you? Are they in a different village, town, country?
- Ask children to complete sheet using maps to help them. Compare with others in their group. Can they add more to their Venn Diagram?

### **Plenary:**

Ask each group to nominate a speaker. What did they find out? Did some groups have more differences/ similarities? Why? Did any group not have any ? In their groups summarise their findings Relate back to original questions

### **Evaluation:**

- Can the identify the term family?
- Can they compare and contrast between two families?
- Can they identify who is in their family and where they live?

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## Lesson 2: What is a family structure?– overview

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### **Global issues and outlook**

- Identity and Culture

### **Key question:**

- What is a family structure?

### **Skills:**

- Observe and ask questions about family
- Collect, record and present evidence
- Analyse evidence, draw conclusions and communicate findings
- Use and extend their vocabulary
- Use ICT to record ideas classifying and present evidence

### **Resources:**

- Prepared collage to show as an example
- Resource sheet 4: List of vocabulary related to families
- Resource sheet 5: Zanzibar families
- Paper and equipment to make a collage
- Magazines to cut up

### **Learning objectives:**

- To communicate findings in a variety of ways:
- Sorting
- Reasoning
- Asking questions
- Reflecting

### **Learning outcomes:**

- Can identify the family structure
- Can compare the difference between two families
- Value families and friends as a source of mutual support

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## Lesson 2: What is a family structure? – plan

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### **Introduction:**

Question: What do we mean by family structure? Are all family structures the same?

### **Activities**

- Introduce the children to the list of vocabulary, can they add to this list? : Resource sheet 4
- Individually make a collage of your family, using the magazines to cut out people or draw the members of your family
- Discuss the differences between families
- Can these be different?
- How are they different?
- Explain that there are many different types of families and that these different types have names e.g. Nuclear, extended and many more. Explain what these terms mean
- Emphasise that it doesn't matter what type of family structure you belong to. Families are made up of people around you who love and care for you
  
- Explain that they are now going to be given a family from Zanzibar. (Resource sheet 5 cut up.)
- Give a card to each child. When they find all their family members they sit with that group and each individual reads out their card. They decide the structure of the family and give reasons for choice
- As a group they write down five questions they would like to ask the family about their home, background, lifestyle. Remember Who? What? Why? Where? And How?
- Each group prepares a 2 minute presentation on their family for the rest of the class including what they would like to find out from the information given

### **Plenary:**

What did we learn today? Think/ Pair/Share. Ask children to give one sentence about the lesson. Do they think that family structures are the same everywhere? Research for homework

### **Evaluation:**

- Can they identify the family structure?
- Can they compare the difference between two families?

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## Lesson 3: Who looks after me? Who looks after you?– overview

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### **Global issues and outlook**

- Identity and Culture

### **Key question:**

- Who looks after us?

### **Skills:**

- Observe and ask questions about family
- Collect, record and present evidence
- Analyse evidence, draw conclusions and communicate findings
- Use and extend their vocabulary
- Use ICT to record ideas classifying and present evidence

### **Resources:**

- Resource sheet 6: Roles and responsibilities sheet
- [www.ngfl-cymru.org.uk](http://www.ngfl-cymru.org.uk)
- Pod-casting equipment

### **Learning objectives:**

- To develop ideas to find answers and draw conclusions

### **Learning outcomes:**

- Can identify their roles and responsibilities in their family

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## Lesson 3: Who looks after me? Who looks after you?– plan

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### **Introduction:**

Question: Who looks after you? Who do you look after? Think/Pair/Share

What did the children interpret from the question? Introduce roles and responsibilities within the family? Do members of your family have certain roles? Are they responsible for certain things in the home/ family?

Discuss difference between role and responsibility. Begin to gather the children's ideas about these roles and responsibilities in their family. Are some of these shared by all? Which ones? Complete a post it note activity

### **Activities :**

- Collect in post it notes and allow children to display on board of roles and responsibilities. Can the children think of any more? Discuss in pairs
- Give out sheets. Work individually to draw members of family and label
- In groups children discuss their work. Do they agree on roles and responsibilities?
- Teacher intervention. Ask children if one member of the family was ill or had to go away for a while who would take over their roles and responsibilities? Who makes the decisions in the family? Who is the carer? What role do they feel they have? Are they decision makers/ carers?
- Setting The Scene. Each group to be a family
- There has been a catastrophic disaster and your family is the only one left. You have decided you would like to bury a time capsule so that whenever it is uncovered in the future people will know your values and responsibilities in your family
- Children discuss what they would like to put into the time capsule. They must give a reason for their choice. The family decides together whether it will represent their identity and culture
- List or draw items in the time capsule. Write a letter/note to go inside the capsule to explain the contents
- (Other opportunities-Time capsule could be made and children bring in items or find pictures of items.)

### **Plenary:**

What did you put in your time capsule? Why? Which items showed how you were carers? Are all roles and responsibilities clearly defined in the family? Why/not?

### **Evaluation:**

Can they identify their roles and responsibilities in their family?

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## Lesson 4: Roles and Responsibilities – overview

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### **Global issues and outlook**

- Identity and Culture
- Choices and Decisions
- Health and Well-Being

### **Key question:**

- Are your roles and responsibilities the same as another child in a different culture?

### **Skills:**

- Understanding places, environments and processes
- Note taking
- Reporting
- Planning

### **Resources:**

- Resource sheet 7: Dafydd's day
- [Zanzibar video](#)

### **Learning objectives:**

- To identify similarities and differences, compare and contrast places and environments

### **Learning outcomes:**

- Identify the different types of jobs they do at home to help
- Design own time capsule and discuss it

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## Lesson 4: Roles and Responsibilities – plan

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### **Introduction:**

- Question: Are your roles and responsibilities the same as another child in a different culture?
- Divide class into pairs. Children decide whether they are A or B
- Group A - Read Dafydd's day. What are his roles and responsibilities?
- In pairs list what is important in his life. What are his daily routines?
- Group B– listen to .....day. (See Zanzibar video) What are his routines? What are his roles and responsibilities? List using Venn diagram
- Ask children to join original partner. Report back on findings. Make notes on differences and similarities
- Pair join another pair. Can they add to their findings?
- Groups report back to class. Were their roles/responsibilities different/similar? What made them so? Are there factors that influence these?

### **Activities:**

- Setting The Scene: Your school is going to be demolished and another built on the site. Your teacher has suggested that the class make a time capsule to show your identity and culture.( See [www.ngfl-cymru.org.uk](http://www.ngfl-cymru.org.uk) )
- In groups children discuss what would be important to them to show their daily lives. How would these be different/similar to ...?
- Children design and make time capsules from recyclable materials and put in articles or pictures of articles

### **Plenary:**

What did you put in your time capsule? Why? Which items showed how you were carers?

### **Evaluation:**

- Can they identify the different types of jobs they do at home to help?
- Can they design their own time capsule and discuss it?

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## Lesson 5: Vox Pops!– overview

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### **Global issues and outlook**

- Identity and Culture
- Choices and Decisions
- Health and Well-Being

### **Key question:**

- Are your roles and responsibilities the same as another child in a different culture?

### **Skills:**

- ICT
- Communication

### **Resources:**

- Pod-casting equipment

### **Learning objectives:**

- To communicate findings in a variety of ways e.g. ICT

### **Learning outcomes:**

- Can discuss the similarities and differences between their own family and a family from Zanzibar
- Can design their own mini interview to produce a presentation

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## Lesson 5: Vox Pops! – plan

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### **Introduction:**

Question: Are your roles and responsibilities the same as another child in a different culture? Recap on the topic of family and roles and responsibilities within the family

### **Activities:**

- Introduce Vox Pops to the children and explain how one is made  
Show examples using [www.sazaniassociates.org.uk](http://www.sazaniassociates.org.uk)
- In groups children make a Vox Pop using appropriate equipment to share their views on roles and responsibilities. Children practise their Vox Pops identifying who is going to be the interviewer and what questions will be asked e.g. what roles have you got in your family? What do you do at home to help your family? Does your family live close, if yes where?
- Explain that this interview does not have to be long it is simply to share quickly the viewpoint of the group

### **Plenary:**

Opportunity to share pod cast. Children can self and peer assess each group by giving the groups two stars and wish

### **Evaluation:**

- Can they discuss the similarities and differences between their own family and a family from Zanzibar?
- Can they design their own mini interview to produce a presentation?

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## Lesson 6: Recording my family– overview

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### **Global issues and outlook**

- Identity and culture

### **Key question:**

- What common factors contribute to the stability of families?

### **Skills:**

Observe and ask questions about family. Collect, record and present evidence. Analyse evidence, draw conclusions and communicate findings. Use and extend their vocabulary. Use ICT to record ideas classifying and present evidence.

### **Resources:**

- Flip chart paper
- Pens

### **Learning objectives:**

- Determine what common factors contribute to the stability of your family
- Assess what are the most and least important factors

### **Learning outcomes:**

- Can identify common factors and assess them in terms of priority/importance

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## Lesson 6: Recording my family– plan

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### **Introduction:**

Question: What common factors are necessary for a family/community/nation to function? What common factors contribute to the stability of your family?

### **Activities:**

In a group discuss the common factors that are necessary for the proper function of their family, their community and their nation. Using the flip chart provided write down the main ideas of the group. Pass your chart to the next group and they can add any more ideas they have (rotating papers). One child from each group shares the ideas with the whole class. Each group choose the five most important factors under each heading. Place in a diamond ranking starting with the most important

### **Plenary:**

Opportunity to discuss the most common factors and why they think this is. Which factors are different? Why? Might these factors differ in an urban area?

### **Evaluation:**

- What common factors contribute to the stability of your family?
- What are the most and least important factors?

# RESOURCES

## The Family

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**Subject:** Personal and Social Education, Geography

**Level:** Key Stage 2

**Developed by:** Caedraw Primary School

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**OVERVIEW:** All the resources linked to each lesson plan

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## Resource 1: Questionnaire

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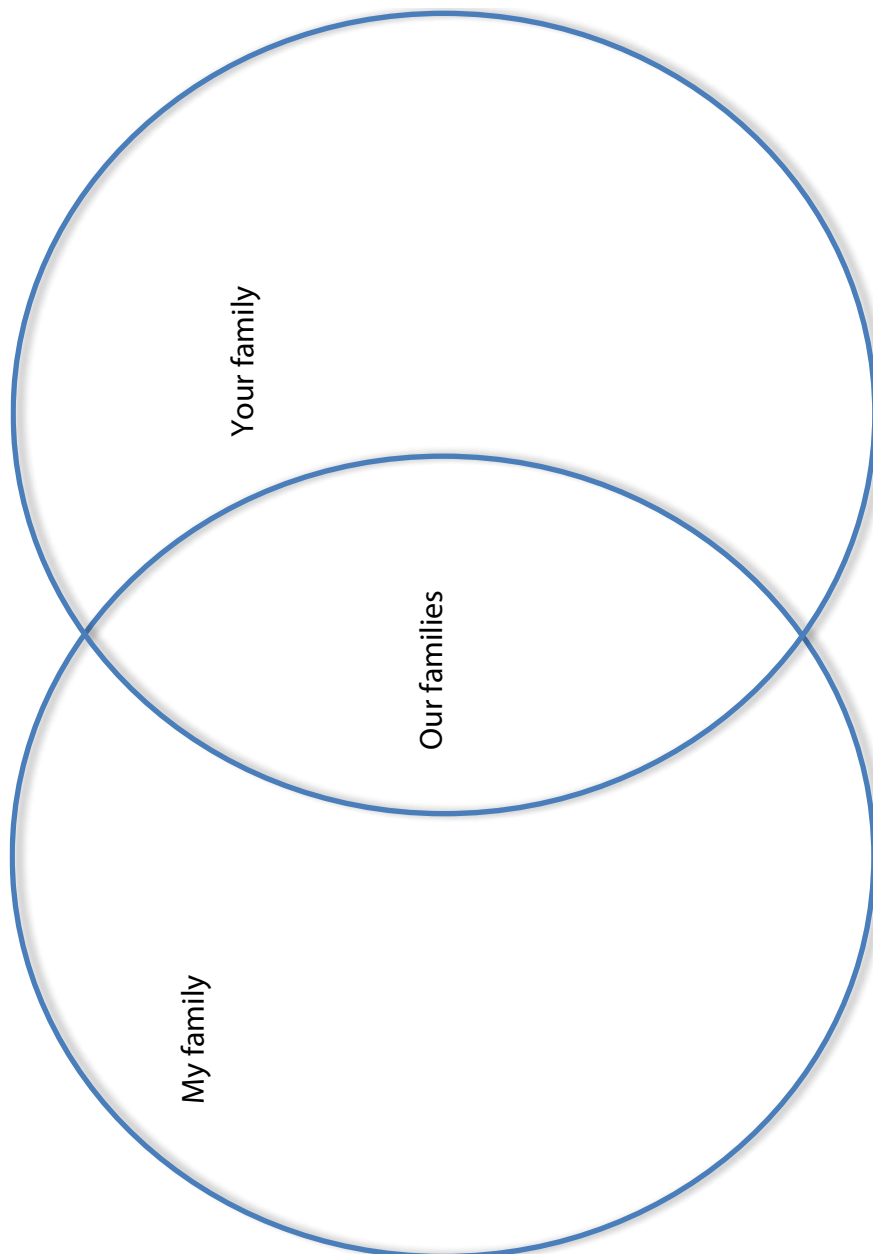
### Questionnaire

	How many members in your family?	Where do you live?	What is your family's favourite meal?	What is your family's favourite television programme?
<b>Youself</b>				

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Resource 2: Venn Diagram -Are all families different?

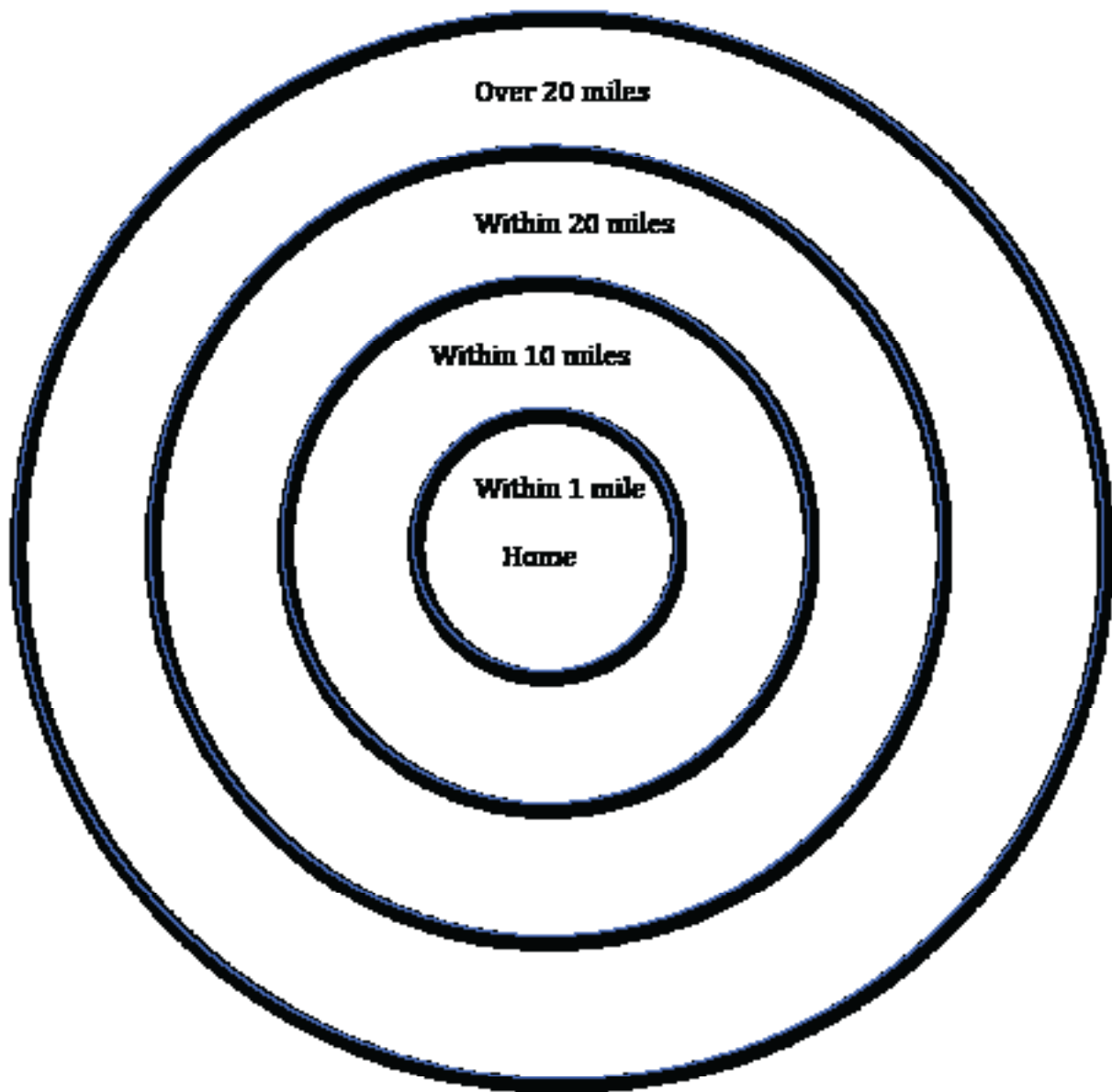
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Resource 3: Where does your family live?

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**Mother**  
**Father**  
**Child**  
**Children**  
**Brother**

**Sister**  
**Grandfather**  
**Grandmother**  
**Cousin**  
**Aunt**

**Uncle**  
**Nephew**  
**Niece**

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## Resource 4: Family vocabulary

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Mother  
Father  
Sister  
Brother  
Grandmother  
Grandfather  
Uncle  
Aunt  
Great grandmother  
Great grandfather

Who else might live with your family?

Is your family just the people who live in your home?

## Resource 5: Zanzibar families

<p><b>Mustafa Hamadi:</b> 17 year old boy. Left school at 16 after failing form 1. Father died 5 years ago. His mother is very worried about him as he no longer goes to mosque, has grown dreadlocks and spends most of his time on the beach or near tourist resorts</p> <p style="text-align: right;">Family 1</p>	<p><b>Miriam Hamadi:</b> 15 year old girl. Very good student, has just completed form 1. Wants to be a doctor when she grows up, has two brothers, one older, one younger</p> <p style="text-align: right;">Family 1</p>
<p><b>Ali Hamadi:</b> 10 year old boy. Has an older brother and sister. They all live in a coastal village called Jambiani in a coral stone house with their mother and her older brother</p> <p style="text-align: right;">Family 1</p>	<p><b>Asha Yusef:</b> 37 year old mother of 3. She is a widow. Her husband died of cholera 5 years ago. She farms seaweed to try and earn enough money to feed her family</p> <p style="text-align: right;">Family 1</p>
<p><b>Hamisi Yusef:</b> 42 year old man. Stays with his sister and her three children in a coastal village as he works as a receptionist in a local hotel. His wife and children live in Zanzibar town</p> <p style="text-align: right;">Family 1</p>	<p><b>Shame Pandu:</b> 16 year old boy. He is very quiet and shy and lives with his parents on an island off Zanzibar called Tumbatu</p> <p style="text-align: right;">Family 2</p>
<p><b>Mwanakombo Juma:</b> 41 years old, she married when she was 15 and has a small shop selling goods imported from Kenya. She has four surviving children. Two children died – one in a fishing accident and one of malaria when she was an infant</p> <p style="text-align: right;">Family 2</p>	<p><b>Pandu Jecha:</b> 50 years old, a married man with 3 children. He has a small business importing goods from Mombassa and travels a lot with his business. He is often away from home</p> <p style="text-align: right;">Family 2</p>
<p><b>Jecha Pandu:</b> 22 year old male, in form V at a school in Zanzibar Town. He stays with his brother in town as his family live in the north of Unguja</p> <p style="text-align: right;">Family 2</p>	<p><b>Juma Pandu:</b> 26 years old. lives and works in town for the Chief Minister's Office as a government official</p> <p style="text-align: right;">Family 2</p>
<p><b>Farida Saleh:</b> 45 year old mother of 9 children. married to Hamad who is currently in the UK. Only one child lives at home. The others are all married or staying with relatives</p> <p style="text-align: right;">Family 3</p>	<p><b>Nasra Abdallah:</b> 30 year old second wife of Hamad Issa. She lives with his first wife and her mother in law. She has one child aged 10 years</p> <p style="text-align: right;">Family 3</p>

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Resource 5: Types of families continued

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<p><b>Salah Hamad:</b> 10 year old boy, the last of 9 children and the only boy. He goes to the local primary school</p> <p>Family 3</p>	<p><b>Aisha Hamad:</b> 10 year old girl. Has 8 half-sisters and one half-brother. She goes to the local primary school</p> <p>Family 3</p>
<p><b>Miriam Abeid:</b> 65 years old, she lives with her two daughters-in-law on Pemba. Until recently she was living in Oman with her daughter</p> <p>Family 3</p>	



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## Resource 6: Roles and responsibilities

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### Roles

- Provider
- Head of household
- Role model
- Decision maker
- Carer
- Discipline

### Responsibilities

- Income earner
- Clean house
- Wash dishes
- Cook food
- Support
- Contribute to well being of family and home
- Comforter



Can you think of more roles and responsibilities in your family?

On a new page draw the members of your family and label them with any of the roles and responsibilities from the list

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## Resource 7: Dafydd's day

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Hi, my name is Dafydd. I am Welsh because I was born in Wales, but I am also British because Wales is part of Great Britain and is in the UK.

I live in a typical Welsh family. I have a mother, father and two sisters and we all live together in our house in a town in the south east corner of Wales. At the back of our house we have a garden where I play with my sisters.

The day starts at about 7 o'clock when Dad and Mam get up. My sisters and I usually watch telly ( television) in our pyjamas ( night clothes) until breakfast. We have breakfast at 8 o'clock. I like to eat Rice Krispies ( cereal) and jam and toast, a glass of orange juice and a cup of tea. Dad likes to have fried eggs, bacon, tomatoes, mushrooms and a sausage!

After breakfast we get dressed in our school uniform. I wear grey trousers, a white shirt and a blue sweatshirt. We all leave the house at 8.30 am. Dad goes to work, he is a car mechanic. Mam, my sisters and me all walk to school and then Mam catches the bus to her workplace. She works in a different school as a cook.

I take my own lunch to school, sandwiches, crisps, a drink and some fruit. Sometimes my friends and I swap food. Lots of children pay for a meal cooked at school.

My favourite subjects at school are art and history but I also enjoy playing football, swimming and rugby.

Mam picks us up from school at 3.15. Sometimes go to the shops and if we are lucky Mam will buy us a McDonalds Happy Meal. However most days we will go straight home and my sisters and I watch the telly or play on our play stations or computer.

Dad gets home about 6 o'clock. We have our evening meal about 6.30. My favourite meal is spaghetti bolognese. I also like pizza.

I have to do some jobs around the house. I help Mam wash the dishes and I have to keep my room clean and tidy.

After eating and doing my jobs I have to do my homework. I usually get homework every night. Mam or Dad will help me if I can't do my homework.

On Friday we all watch the telly, our favourite programmes are Pobol Y Cwm and Coronation Street.

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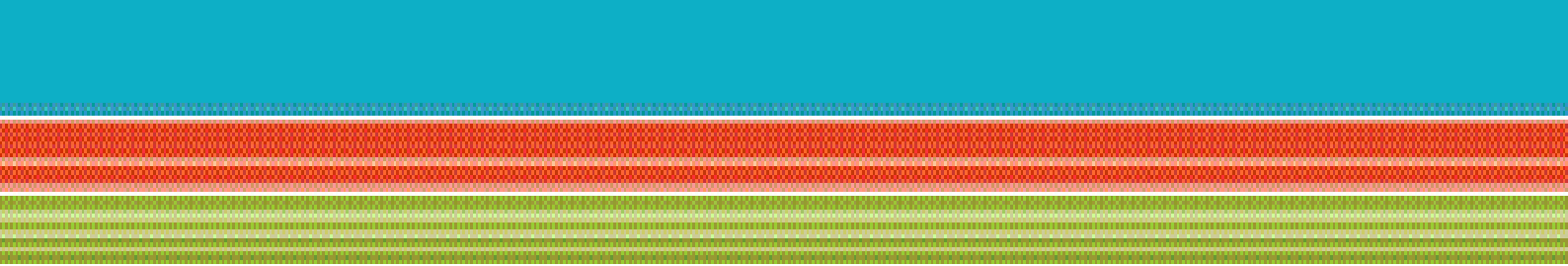
## Resource 7: Dafydd's day continued...

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I am an army cadet and I also go to judo classes, my sisters go as well. I like cadets because we go camping in the mountains. We get to make fires and cook our own food. It's also fun sleeping in a tent.

I have a dog called Raffles and I have to take him for a walk every day.

On Saturdays my family and I go to town where there is an open air market. People sell vegetables, clothes, toys and lots of other things out on the street. Mum buys her fruit and vegetables there, as they are cheaper to buy than in the big super-markets. Sometimes she will buy my sisters and I a toy.



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