**LESSON PLAN: HAPPY FAMILIES**

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| Afbeeldingsresultaat voor why what how | **Why?**This lesson is intended to open up students minds to different relationships and sexualities. It should not only allow them to have a better understanding of different relationships but to use terminology in an appropriate manner. The questions and discussions can also allow students to consider how culture and nationality has to be taken into consideration. The idea is that students will leave the lesson open to more inclusive relationships.  |
| **What?**Resource cards and a matching definition sheet. The resource cards are used twice to show more openness around different relationships. The matching resource is there as an aid to help students understanding of appropriate terminology.  |
| **How?**The resource cards will be used in pairs and then used to discuss as a class different relationships and other parts to consider when ‘coming out’.The matching resource is to be given individually for independent learning and to aid discussion when going through the answers as a class.  |

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| **Theme:** | Happy families |
| **School:** | Secondary level |
| **Age group:** | 12 years plus  |
| **Duration:** | 45 – 60 minutes (dependent on discussion, class dynamics and prior knowledge) |
| **Participants:** | Minimum of 2 students. No maximum  |
| **Class setting (tables and chairs):**  | Traditional classroom set up with chairs, tables etc.  |
| **Relevant background information:** | The member of staff will need prior knowledge of key words. Please read through and research from the teacher notes resource.  |
| **Teaching strategy:** | Use resources provided and class and pair discussion to assess knowledge and understanding.  |

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| Conditions:It is important that the member of staff delivering the lesson allows for an open and inclusive environment. This needs to be discussed with students at the start of the lesson. A lot of the lesson will be students discussing the different types of relationships using the appropriate terminology they might also touch on what barriers may be in the way if any. Discuss why and how this can be developed to help others.  |

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| 2. Content/theme:This resource will be based on the original card game ‘Happy Families’ but be more inclusive exploring different sexualities and relationships. These cards will be the same size as playing cards. The activities should lead to further class discussions as well as matching the families up together. It is important that the teacher is aware of how to offer support and guidance around the area of sexuality and relationships.  |

**3. Organisation of the lesson**

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| **Duration** | **Goal** | **Teacher’s****activity**  | **Students’****activity**  | **Educational situation:****content, working methods, media** | **Objectives / Competence-development****Assessment**  |
| 5 minutes | Register and Setting the correct environment | Teacher led discussion.  | Students actively listening.  | * The teacher needs to set out the standards of the lesson. Explain that it is a safe environment and students need to respect each other.
* Students to take on board the discussion and agree to adhere to the rules of the class.
 | * Setting a safe and inclusive environment.
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| 5-10 minutes | Assess current knowledge and understanding.  | Teacher to give pairs the resource cards. | Students to use the resource cards.  | Students to work in a pair (or 3’s) Give out the cards and ask to separate into families or couples. (less information the better).Evaluate the families made. Ask the class what families they have created. Then explain the different types of relationships people can have. (Students will more than likely not of been so colourful with the families so the next task will educate them more on different types of families / relationships with the appropriate terminology).  | * Creating families or couples

Assess current understanding of different types of relationships…  |
| 10 minutes | A better understanding of terminology used to describe different sexualities and relationships.  | Give out the matching resource sheet. Give out the answers and discuss  | Students to complete the matching activity.  | Students to read through the explanations and try to match to the relevant terminology of sexuality. Go through the correct matches and discuss as a class. What new terminology if any has been learnt? Discuss any questions students may have.  | * Learning the correct terminology for different types of sexualities / relationships.
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| 20-25 minutes  | Put into place knowledge learnt from the previous tasks…  | Teacher to give pairs the resource cards again. | Students to re-match the cards using previous knowledge learnt.  | Re-do the colourful family matching cards now using all the different types of sexualities and relationships learnt from the matching task. Students in pairs should be discussing the following:Different types of relationships and sexualities…What barriers might people have currently ‘coming out’. This can include family and peer pressures, society’s opinions, religion, culture and migration… Discuss as a class the difficulties people may face and what support is out there.  | * Creating more colourful sexualities and relationships.

Assess what other work needs to be completed and offer advice and guidance areas for students if and when needed.  |
| 5 minutes  | Assessment of the learning taken place.  | Evaluate  | Students to discuss and take on board evaluation of learning.  | Discuss the information provided today and discuss how important it is to have an awareness of different types of relationships and sexualities.  | Evaluate learning. Assess knowledge and progress made.  |

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| **4. This material belongs to gender and homosexuality and homosexuality and migration:**This material belongs to gender and homosexuality.  |

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| **5. (optional)Variations, special characteristics:*** Extension Task on the back of the cards to answer what nationality the person would be. Why this could make a difference? Students to show a deeper understanding of culture.
* Differentiated matching sheet.
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**6. Annex:**

* Resource Cards (enough for one between 2)
* Matching Definition sheet (enough for one each)
* Pens
* General Classroom setting with chairs and tables