**Lesson: “What’s a family?”**

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Suggested Grades: 1-4

*(Free and for educational purposes only)*

*All lessons must be age and developmentally appropriate and open dialogue and communication is encouraged with both parents/guardians and your site administrator. Include appropriate modifications for the group of students you currently serve to meet their needs and developmental level***.**

**Rationale:**

The Fair Education Act (SB 48) requires that the contributions of LGBT people be researched, discussed and studied by students. A strong argument can be made that families contribute to society in positive ways, including the families of LGBT people.

Molly’s Family by Nancy Garden is a great resource to show students the diversity that comprises our communities and the positive impact that family can have on children as well as society as a whole.

**Objective:**

The teacher will read aloud Molly’s Family to students. The teacher will guide students as they identify the differing family configurations within the story and identify the common characteristics that comprise a loving, healthy family.

Students will also compare and contrast Molly’s family with their own family and identify the common characteristics that comprise a family that keeps children safe, healthy and supported at school and at home.

**Suggested Materials:**

A copy of Molly’s Family by Nancy Garden, illustrated by Sharon Wooding, chart paper, markers, drawing paper, crayons, colored pencils

1. Ask students to think about what makes a family. Give them time to discuss their ideas with a partner. Then, read the story, Molly’s Family to the whole class (whole group discussion/chart students’ noticings on classroom chart paper)

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1. Students independently draw and color a picture of their own family configuration, including pets.
2. Students write Molly’s family configuration and write their own family configuration next it. Students then list or circle the commonalities they see

between their own family and Molly’s family. (These commonalities can include, but are not limited to family configuration, activities, names, routines, cultural mores or rituals with regard to meals, homework, schoolwork, bedtime, etc.)

1. Drawings are posted throughout the classroom, in the display case or hallway for students and visitors to read.
2. Encourage students to use the term “family configuration” when describing their own family or the family of others. Go to [www.nbpts.org](http://www.nbpts.org) to learn more about family configurations within the classroom and how best to honor students.

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