

2023-2024

A NORMAL FAMILY

Pause, Rethink, Rewind, Be Kind - How to be an ally against unkindness.
From the Diversity Role Models Upstander Animation Series

Video Resource Guide: Year 1 & 2



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About This Pack

This pack contains lesson ideas using our animated video '[A Normal Family](#)', which is one of the [Upstander Animation Series](#). It can be used to supplement our workshops in school or as a stand-alone lesson.

Please ensure you check all videos/resources for suitability before use in the classroom to ensure they are appropriate for your students. We recommend speaking to your SLT or PSHE lead to discuss how these resources fit into your whole school approach to anti-bullying, RSHE and engaging the wider school community on promoting your school values. **Diversity Role Models suggests this resource for Years 1 & 2.**

Lesson Objectives



- Students can identify that no family is 'normal' as all families are different
- Students can name similarities and differences between families
- Students can give at least 2 examples of what they would do to be an upstander if they saw someone being unkind
- Students can explain how it would feel to be treated badly for having a different family

Video Notes



- Please watch the video in full prior to sharing it with students
- The video can be paused to allow for class discussions or questions. We recommend pausing the video at 01.59 and asking how the characters are all feeling and what someone could do to make them feel better.
- Mr Dembski is the teacher in the video. Both the character and actor that portrays him are deaf. It may be appropriate to explain this to students before watching the video and discussing the importance of respecting differences.

Top Tips

For facilitating positive conversations in your classroom

1. Working Agreement

As a group, set some simple agreements for how to engage with the lesson. This could include:

- The importance of listening to each other and respecting all of our opinions
- Taking turns and not having to answer if you don't want to
- Using appropriate and respectful language
- If you don't agree with someone, share what you think in a kind way

Cover the importance of confidentiality, but be sure to explain the school's safeguarding policy and explain when, why and with whom you may need to share something that is said in the lesson.

2. Facilitate: basketball not tennis!

Create space for young people to explore and express their views with each other, not just with the teacher.

- Consider including small group or pair discussion, plenary, role play or creative approaches.
- Consider the layout of the room and how small groups or circles can help build dialogue between students. We're aiming for ideas to be bounced around the room like a basketball, not back and forth with the teacher like tennis!

Be sensitive to the needs of each individual and share clear ways young people can get support if they have been impacted by any of the issues discussed. Be wary about sharing your personal views but ensure that you reflect the school values, policies and laws in relation to equality and inclusion.

3. Managing questions

It's important that young people feel empowered to ask the questions that are important to them. Consider some techniques that could give young people the confidence to ask questions, such as by writing them down rather than asking them aloud.

Not all questions need a whole class answer on the spot. If you need more time to think, or feel that a question would be better answered outside of a whole-class setting then say: *'That's a brilliant question and deserves a good answer, let me take some time and get back to you with an answer'*.

4. Distancing techniques

Our videos are a great way of sharing an engaging and impactful narrative, that is relevant to pupils' lives while not making the issue too personal for pupils. This allows young people to engage in an objective way, avoiding defensive reactions, while still exploring ideas around empathy, allyship and identity. It will also help you manage challenging questions as you could suggest some of the ways the character could feel rather than having to share your view or your personal experiences.

5. Questions for dialogue and deep engagement

Ask open and stretching questions, or better still, get the young people to come up with their own. You could ask young people to generate a question for each character and then consider how each character would answer it.

We've compiled some questions aimed at building empathy and encouraging discussion on the key themes. Remember to ask probing questions to draw out more depth and reflection from pupils such as *'That's brilliant, could you expand and tell us why you think that?'*. Consider asking philosophical questions such as *'Why do you think that is right/wrong?'* too.

Lesson Preparation

Should you be using this video as a follow up to a Diversity Role Models workshop we'd suggest asking the following questions to recap the session before watching the video:

- *In our workshop with Diversity Role Models, what did we learn?*
- *Who's story did we hear and what did they talk about?*
- *What was the message of their story?*
- *How did the story make you feel and why?*
- *Has anyone done anything differently after the workshop?*

Book a workshop

If you would like to **book a Diversity Role Models workshop** for your pupils, you can find out more by **visiting our [website](#)**.

Our workshops **empower young people to celebrate diversity** and difference through the power of our volunteer Role Model's stories.

“

Delivered with amazing passion which transferred to the class. Everyone felt comfortable sharing and listening to stories and opinions.

Primary Teacher

”

96%

of pupils will respect people who are different to them more after the workshop

Meet The Characters

Print out the character profiles in the appendix and get students to complete a profile of the characters, including how they may have felt at different points in the story.

Remember the first half of the video was where no one acted as an upstander. You may wish to pause the video before the 'rewind' for students to complete the first section of the profile.



Aamir

Bhavna

Chloe

Eddie

Mr Dembski

Questions

| Theme | Knowledge Questions | Discussion Questions |
|------------------------------|--|---|
| Different Families | <p>Why did Chloe think Bhavna's family wasn't 'normal'?</p> <p>Describe some of the families we saw in the students' pictures, what do you notice?</p> <p>How is Mr Dembski's family different to some others in the class?</p> | <p>What did we learn about families from the video?</p> <p>Regardless of how they look, what do all families need to be safe and happy?</p> <p>What's one special memory you have of something fun you did with your family? What made it special?</p> |
| Respecting Difference | <p>How do you think Bhavna felt when Chloe said her family wasn't 'normal'?</p> <p>How did Eddie feel when he heard Chloe say Bhavna's family wasn't normal?</p> <p>We all have different families but how else can we be different?</p> | <p>What would it feel like if someone made fun of who is in your family?</p> <p>How can we show respect to other people's families?</p> <p>Why is it important to be kind about people's differences?</p> <p>How can we be kind to our friends when they share something about themselves or their family that is different to yours?</p> |
| Being an Upstander | <p>What did Eddie do when he heard Chloe being unkind about Bhavna's family?</p> <p>How do you think Bhavna felt when Eddie stood up for her?</p> <p>What does it mean to 'stand up' when we see unkindness?</p> | <p>What could you do if you heard somebody be unkind about someone's family or what makes them different?</p> <p>Who can help us if someone is unkind to us?</p> |

Activities

1. Family Portraits

Students draw or paint their own family portrait and label the people (and pets!) in their picture. Discuss the differences between pictures within the class to illustrate that there can no such thing as a 'normal' family. Draw out some of the similarities between all the pictures e.g. people smiling, they love each other etc. to show all families are characterised by love and care regardless of differences.

2. Role Play

Generate some scenarios where someone makes fun of someone's family or their difference. You can use the scenario from the video where Chloe says, "Families don't have two mummies, that's weird". Act out how children in your class could respond. Children are to work in groups of 2-4 and take turns being the person who is the upstander against unkindness.

3. Upstander Artwork

You can be an upstander in different ways. You can say something if someone is being unkind, you can support the person who is upset and you can tell a trusted adult. Create artworks or posters to display in your school on how to be an upstander. Reference your school's anti-bullying policy or values.

4. Capes of Kindness

Out of old pillow slips, t-shirts or scrap material, design your own superhero cape of kindness with symbols and words on how to stand up to bullying and how to support your friends. After they've been completed hold a kindness cape parade.

5. Stronger Together Chain

Using strips of paper, ask children to write down what makes them or their family unique. On the other side ask them to write a pledge on being an upstander - for example, '*I promise to tell a trusted adult if I see someone being unkind*'. Join the strips together in a paper chain and display it to remind the children of their pledges to be upstanders who celebrate difference.

6. Role Models

Research and teach about individuals who have been upstanders throughout history. Some examples include Malala Yousafzai, Rosa Parks, Martin Luther King Jr, Greta Thunberg and Emmeline Pankhurst. Teacher guides for these can be found [here](#).

Next Steps

Extension Videos



- Role Model Stories linked to this theme: [George's Story](#), [Jac's Story](#) and [Emma's Story](#). Each video has a linked resource to further extend learning.
- We also have resources, with Role Model Story videos linked, covering themes around [Different Families](#), [Embracing Difference](#) and [Fostering/Adoption](#) available.
- Please **watch all videos and review any materials** prior to sharing with the class to check their suitability.

Send us your work



- We'd love to see any work that your students completed using our pack or during our workshops.
- Please ensure you have the necessary **photo consent** before uploading any identifiable images of pupils.
- Tag us on [Twitter](#) and [Instagram](#) at [@DiversityRM](#), or mention us on [Facebook](#).
- Email us your work at education@diversityrolemodels.org

Appendix

Print out the following pages to use in your classroom

1. Bhavna - Classroom Worksheet
2. Chloe - Classroom Worksheet
3. Aamir - Classroom Worksheet
4. Eddie - Classroom Worksheet
5. Mr Dembski - Classroom Worksheet

Note: All resources can be printed out in greyscale to save on coloured ink.

Upstander Animations

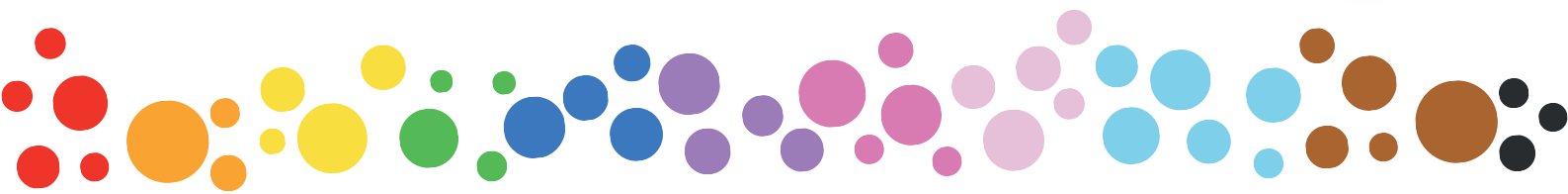
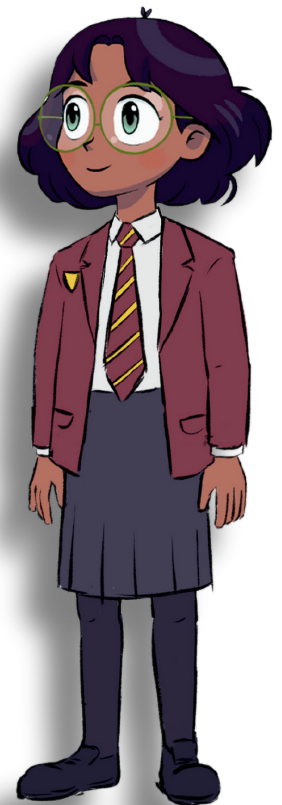
Pause, Rethink, Rewind, Be Kind - How to be an ally against unkindness.

Bhavna

How did they feel in the first half?

How did they feel at the end?

What made a difference to how they felt?



Upstander Animations

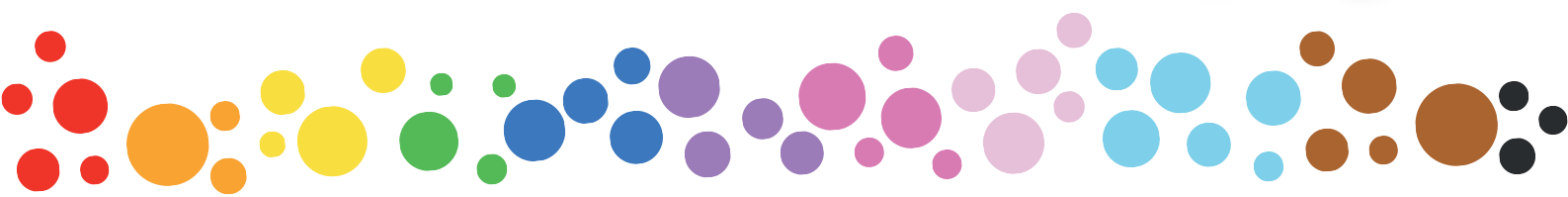
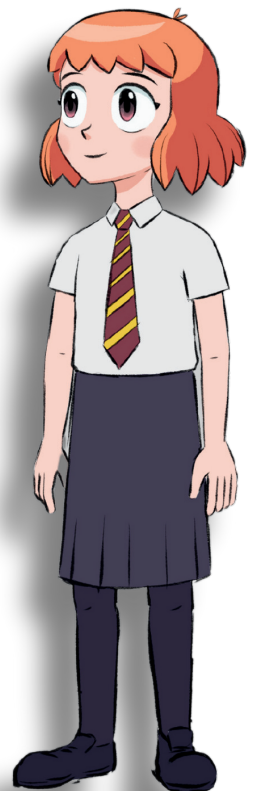
Pause, Rethink, Rewind, Be Kind - How to be an ally against unkindness.

Chloe

How did they feel in the first half?

How did they feel at the end?

What made a difference to how they felt?



Upstander Animations

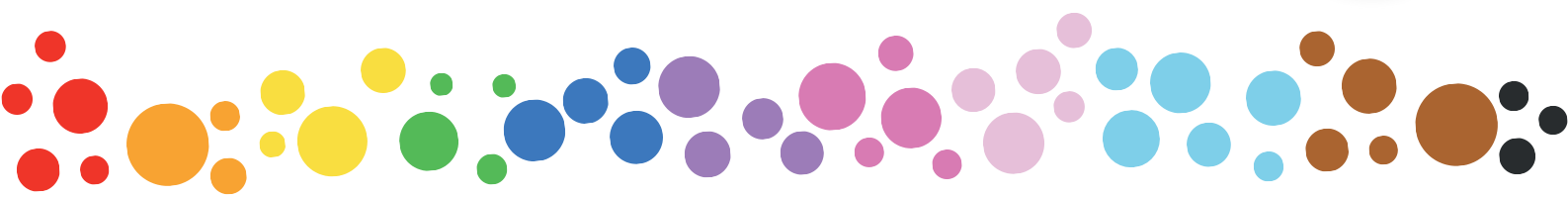
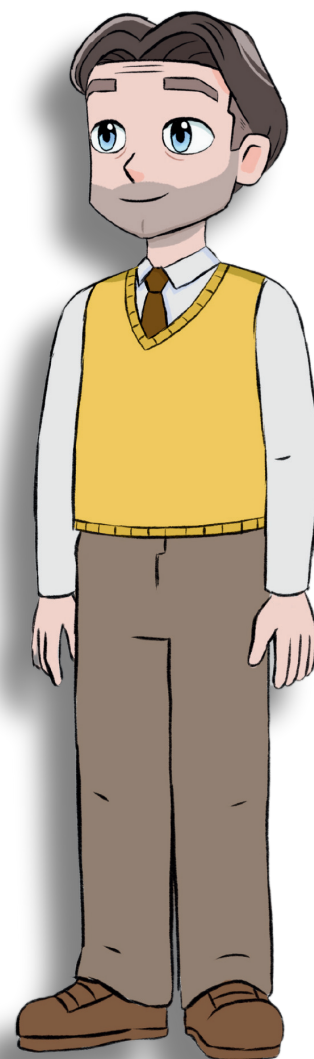
Pause, Rethink, Rewind, Be Kind - How to be an ally against unkindness.

Mr Dembski

How did they feel in the first half?

How did they feel at the end?

What made a difference to how they felt?



Upstander Animations

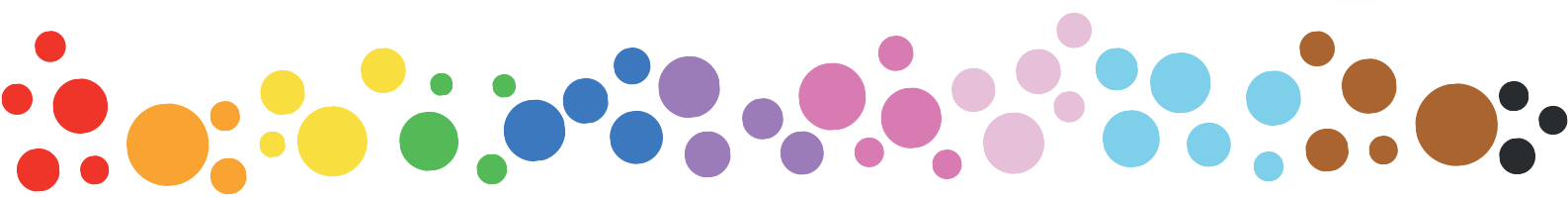
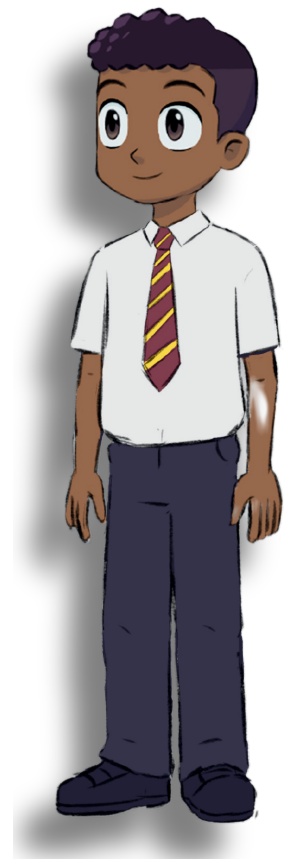
Pause, Rethink, Rewind, Be Kind - How to be an ally against unkindness.

Aamir

How did they feel in the first half?

How did they feel at the end?

What made a difference to how they felt?



Upstander Animations

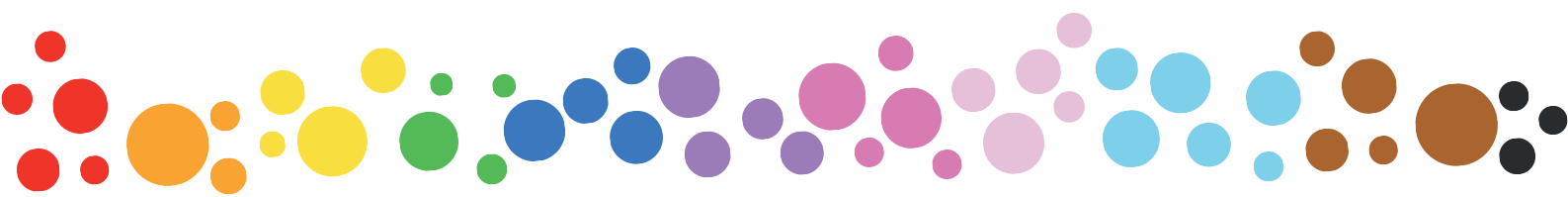
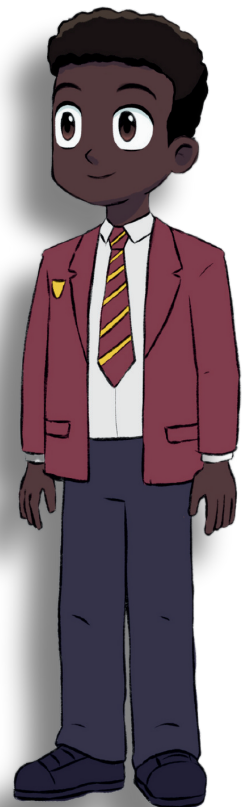
Pause, Rethink, Rewind, Be Kind - How to be an ally against unkindness.

Eddie

How did they feel in the first half?


How did they feel at the end?

What made a difference to how they felt?



Contact Details

Get in touch

 [Contact us via our website](#)

 Contact us via email at: education@diversityrolemodels.org

Find us online

 www.instagram.com/diversityrm

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