



SCRIBBLE

# Who's Your Real Mum?

## Classroom resources





These lessons have been written for use within a Key Stage 1 classroom to support the delivery of the Relationships Education curriculum.

These lessons can be delivered as a series, in which ever order you prefer, or as one-off lessons. In each lesson, you will read the book in full to your class. Each read has a different focus.

## RSE Curriculum links

### Families and people who care for me

Pupils should know:

- that families are important for children growing up because they can give love, security and stability
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up

### Caring friendships

Pupils should know:

- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded

### Respectful relationships

Pupils should know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs





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## LESSON 1

# What makes a family?

### Lesson Objective

- Children will know that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.

### Starter activity

Share a photograph of your family. Talk about who is in your family and why they are important to you. You may want to collate some other family images that show various sizes and make up of families, such as those with one parent, those with two parents, those with grandparents as key carers, those with two parents of the same sex, those with one child, those with many children, those with parents of different cultures.

### Quick list

Challenge the children to shout out the titles of people in a family. Jot them down on a flipchart or IWB. How long can you make the list?

Point out that a family can be one, some or all of these people and that each family is unique.

### Talk activity

Sit in a circle (if appropriate) and pass the talk around the circle, with each child taking a turn. Ask them to talk about one family member who is special to them. They can use the talk frame here to help structure their response:



... is very special to  
me because ...

Round up the discussion by showing that we all have people who are special to us for different reasons.



## LESSON 1 (cont.)

# What makes a family?

### Key question

#### What makes someone part of your family?

Ask children to consider the following questions to help answer the big question above:

- Do I have to live with them? All the time?
- What do they do for me?
- What do I call them?

### Reading time

Share the book together.

- Note that Nicolas arrives at his friend's house to play. Who could be dropping him off? Could be Dad, Stepdad, Uncle or maybe a big brother.
- Who does Elvi live with? Explain that from the question Nicolas asks, we can see Elvi has two mums.
- Pause where Nicolas says, 'only the one who had you in her tummy can be your real mum.' Do children think this is true? Link back to earlier discussions to move children towards the idea that this statement is untrue.
- On the last page, discuss whether Nicolas would have changed his mind now. Did Elvi show you can have two real mums? It is good to point out here, that as we learn, we can change our minds.

### Independent activity

Ask children to think about who is in their family. They can show this on the 'My family' sheet, on the next page. Display these to celebrate the wonderful different families in your class.

### Extension task

Write a what makes my family special page. Children can describe who is in their family.

### Success Criteria

- Children will share the uniqueness of their own family.
- Children will respect the differences in others' families.



# My Family

**Draw yourself in here:**



**Draw your family members around your picture. Add their names and a bit of information about them.**



## LESSON 2

# The Things my Family do!

### Lesson Objective

- Children will know the importance of respecting others, even when they are very different from them.

### Starter activity

Share a crazy talent you have. Maybe your tongue can reach up your nose, or maybe you have climbed Mount Everest. You can add in some of the talents for people in your family. If you can show children or have a photograph, that will be great!

(At this point children are bound to tell you about their special talents!!!)

### Quick list

Ask children if there is someone in their family that says they can do silly things. Maybe their dad says he can eat the strongest chillies, maybe their aunty says she can talk to gorillas. Have a giggle at these things. Discuss why people say things like this. It is usually to make us laugh! Or people say silly things because you have not listened to the real answer.

### Talk activity

Sit in a circle (if appropriate) and pass the talk around the circle, with each child taking a turn. Ask them to talk about a talent, skill or achievement for a family member that makes them proud. (Make sure they stick to reality here!) They can use the talk frame here to help structure their response:

I'm proud of my ...  
because they can ...





## LESSON 2 (cont.)

# The Things my Family do!

### Key question

#### How does it feel if someone talks about your family?

Ask children to consider the following questions to help answer the big question above:

- What is it like when someone says something great about a family member?
- What is it like when someone says what you have said about your family isn't true?
- What is it like when someone says something mean about a family member?

### Reading time

Share the book together.

- Ask why Elvi started saying her mums could do unreal things? Note how she felt when the question was asked about which was her real mum. Nicholas did not take her first answer – her real answer.
- Look at how the responses grow into silly responses. Reiterate each time that Elvi is saying they are both her mum.
- Look at Nicholas's face. Is he frustrated? Why? Does Nicholas understand that Elvi is frustrated, too? Compare the ways they deal with their frustration.
- Look carefully at the illustrations and the differences in colour. Note the blue representing the make-believe things and the yellow tones showing the real-life.
- Pause when Nicholas shouts, 'Elvi! Just tell me who your real mum is!' Here Nicholas has peaked in his frustration, yet he is still not seeing what Elvi needs him to understand. Note the next page with no talk. Is Elvi thinking here? Or giving Nicholas time to think? Do you think he's ready for the real answer now?
- Note the changes in Nicholas's face as he begins to understand what Elvi is saying.

### Independent activity

Ask children to think of a family member they are immensely proud of. They can use the certificate format on the following page to create a certificate to recognise their achievement. It could be for always reading a bedtime story, being the best cuddler, or anything children can think of. These could be displayed, or children could take them home or post them to their family member.

### Extension task

Write a nomination for a proud award. 'I nominate ..... because....'

### Success Criteria

- Children will talk about their own family with pride.
- Children will think about how they talk about other children's families.

This is to certify that

.....

**has made**

.....

**very proud by**

.....

.....

**Signed**

.....

**Date**



## LESSON 3

# How my family loves me

### Lesson Objective

- Children will know that families are important for children growing up because they can give love, security and stability
- Children will know that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up

### Starter activity


Share a little anecdote about a time when your mum/dad/carer made you feel really loved without saying 'I love you'. This could be a time they looked at you in your wedding dress and cried, the time they cheered for you on the side-lines of the rugby pitch, the Christmas they got you the gift you'd been going on about for ages, the time they cleaned up your kitchen because you were so busy with marking!!!

### Quick list

Challenge the children to shout out ways to show you love someone without saying it. How many can they think of? Draw out that these are actions that show kindness, care, putting the other person first.

### Talk activity

Sit in a circle (if appropriate) and pass the talk around the circle, with each child taking a turn. Ask them to talk about a time their parents/carers show they love them. They can use the talk frame here to help structure their response:



I know my mum/  
dad/carer loves  
me when ...

Round up the discussion by asking how children can show carers back how much they appreciate their love and care.



## LESSON 3 (cont.)

# How my family loves me

### Key question

#### How do we know our parents/carers love us?

Ask children to consider the following questions to help answer the big question above:

- Can saying ‘no’ be a way our parents/carers show us they love us?
- Do boring everyday things show we are loved, like having our clothes washed and ready?
- Does it mean we are not loved if someone does not say ‘I love you’ all the time?
- Does someone really love you if they say ‘I love you’ yet do not show love with their actions?

### Reading time

Share the book together.

- As the story begins, look at what the mums are doing in the background. Ask children if their parents/carers do those jobs for them too. Point out that they are often in the background and we do not always notice these things being done for us.
- Pause where Elvi says, ‘Okay’ and starts to give real answers. Slowly think about the three actions: holding when scared, tucking into bed, kissing goodnight. Nicholas points out that both mums do this. Do children see that both show love, both are Elvi’s mum!

### Independent activity

Ask children to think of all the ways they know they are loved. They can illustrate them on the next page and label on the actions of love format. You may wish to display these or allow children to take home to talk about and share with their families.

### Extension task

Try writing a poem with repeated line starter... ‘I know I’m loved when....’

### Success Criteria

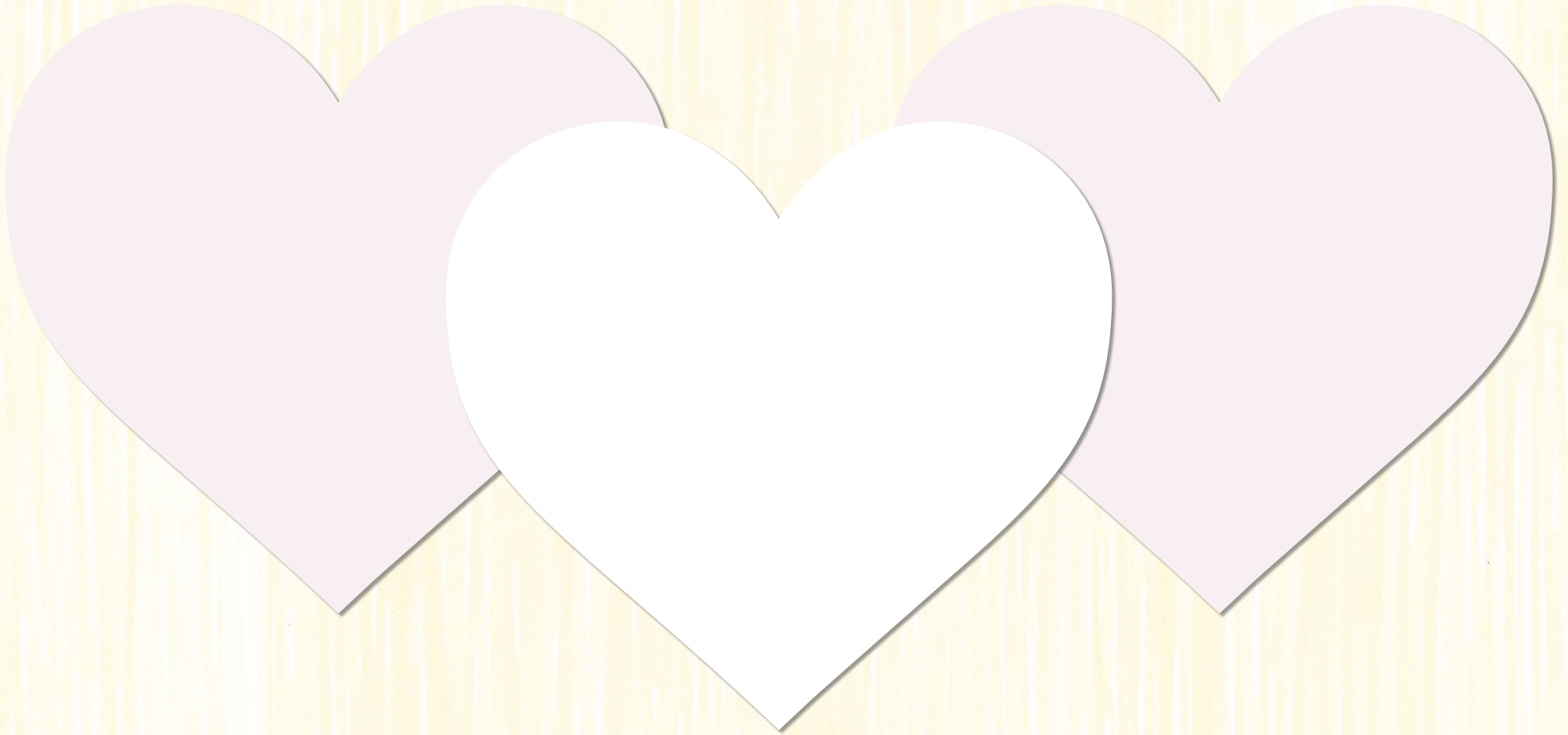
- Children will recognise how their family show love to them.
- Children will understand that the main care-giver in another family can be different to the main care-giver in their family.





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I know I'm loved...



**Draw and label the ways your parents/carers show they love you in each heart.**

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## LESSON 4

# Family Moments

### Lesson Objective

- Children will know that families are important for children growing up because they can give love, security and stability
- Children will know that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up

### Starter activity

Share a photograph or object from a special memory. This could be a wedding, graduation or a great day out. You may have a memory box or photograph album you could share, too. Talk about the importance of memories. Explain that we love to share special moments in our life with our special people. We like to be reminded of special memories and moments by putting up photographs or keeping albums. Often now this is done on social media, too. When we look at these and remember the happy feelings and it makes us feel happy and loved again.

### Quick list

Ask children to shout out times that families get together. Note this list on flipchart or IWB. Draw together similar ideas and point out that sometimes families gather on sad occasions to.

### Talk activity

Sit in a circle (if appropriate) and pass the talk around the circle, with each child taking a turn. Ask them to talk about a family memory or moment that they treasure. They can use the talk frame here to help structure their response:



I remember a  
special time with  
my family when ...

Round up the discussion asking children if it made them feel good talking about happy memories and sharing others' happy memories, too.



## LESSON 4 (cont.)

# Family Moments

### Key question

#### What makes a memory special?

Ask children to consider the following questions to help answer the big question above:

- Who are your best memories about?
- Are they in a special place?
- Who do you like to share special memories with if they were not there in person?

### Reading time

Share the book together.

- Pause on the double-page spread where Elvi is looking up at the wall of photographs.
- Can you identify the memories and special people shown?
- Look at her face. How does she feel looking at the wall?

### Independent activity

Ask children to think about memories they cherish in their hearts. Which people and moments will they include? Children can add memories to the photo frame wall, on the next page.

### Extension task

Write about one of those memories thinking of the 5 senses to help description.

### Success Criteria

- Children will recall their own special family moments.
- Children will recognise that each family is different and be respectful of that.







Draw your treasured memories in each frame.