



## EMBRACING FAMILY DIVERSITY: DRAW YOUR FAMILY TODD PARR–STYLE

**SUGGESTED GRADE LEVEL:** K – 2

**LENGTH OF TIME:** One session for reading and discussion 30 minutes; One project session 35 – 40 minutes

### GOALS

- To use literature to explore the diversity of families.
- To see that the common bond that unites many families and caring communities is love and caring.

### OBJECTIVES

- Students will create a drawing that celebrates each student's unique family structure.
- Students will be able to define what makes a family and describe a variety of families.
- Students will explore the similarities and differences in multiple family structures.

### ACADEMIC STANDARDS

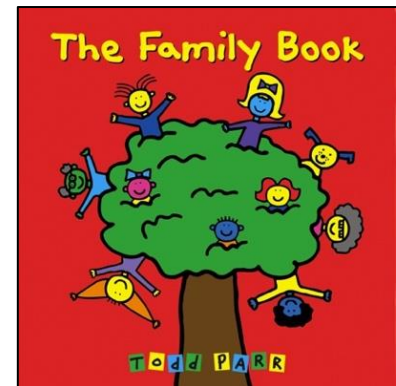
- CCSS.ELA-LITERACY.SL.1.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (Also SL.K.1 and 2.1)
- CCSS.ELA-LITERACY.SL.1.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (Also SL.K.2 and 2.2)
- CCSS.ELA-LITERACY.SL.K.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings. (Also SL.K.5 and 2.5)

### EDUCATORS' NOTES

This lesson offers an opportunity to build classroom community by giving students a chance to share and learn about each other's families. Children naturally notice human differences in skin tone, eye color, hair etc. Talking openly and honestly about how families and humans are different in these ways is very important. Teachers need to openly talk about differences while interrupting bias and stereotypes.

Each student will create a detailed drawing of their family after reading *The Family Book* by Todd Parr as a class. This book provides a wonderful opportunity to teach children to accept and embrace differences and similarities amongst families.

This project centers the concept that all families are unique and different. Your students may have families with two moms or two dads; stepparents; a transgender parent; adoptive parents; or foster parents, it is useful to find out the language they use to refer to their families to help respectfully answer questions that may arise. If, for example, you have only



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one student in your school with same-gender parents, then be mindful not to put that student in the position of teaching other children about their family. That is the job of the educator, not the student.

## **MATERIALS NEEDED**

- *The Family Book* by Todd Parr
- Chart paper, pencils, black permanent markers, colored pencils, crayons or markers (make sure to have lots of good choices for skin tones and hair tones so all students feel included and respected)

## **SESSION ONE: READ AND DISCUSS *THE FAMILY BOOK***

- **Some families are big. Some families are small.** Pause on this page and have students raise their hands if they are from a big family. Do the same for children with small families.
  - Let children know that they will be drawing their family and that they get to decide who to include.
  - Tell students, “We all have different caring adults who love and take care of us. Every family is unique and different.”
- **Some families are the same color. Some families are different colors.** Talk to students about how we all have different skin tones and textures of hair, and that this is one of the many things that makes our families beautiful and different.
  - Families can be different in many ways—blended families, adoption, or natural biological differences like hair textures, skin tones, etc.
  - Make sure to interrupt biases and stereotypes in this conversation.
- **All families are sad when they lose someone they love.** You may have students who have lost a family member and want to include that person in their drawing. Students may also include pets that are living or have died.
  - When talking about families, it is important to remember that many of our children have experienced loss or trauma and have real fears in their lives.
  - Educate yourself about your students’ lives so that you can be supportive and pro-active for students who may be grieving and/or experiencing loss or trauma.
  - Talk sensitively and in an age-appropriate way about topics such as incarcerated parents, fears about deportation and loss of family members.
- **Some families have two moms or two dads.** Over 6 million children and adults in the U.S. have an LGBTQ parent. This is a fun statistic to share with students who may not know an LGBTQ family.
- **Some families share a house with other families.** Some families are multigenerational. You may want to add that some families need a place to live to be inclusive of students in your school/class who may be experiencing homelessness.
- **Brainstorm with your students other things some families do.** Some families speak more than one language. Some families...

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## SESSION TWO: FAMILY DIVERSITY ART PROJECT

- On chart paper, generate sentences with your students. **Some families...** speak Spanish, like to cook, are big, live far away from each other, are messy etc.
- Have students draw a picture of their family with a pencil. Encourage them to add lots of details that are special to their particular family — hairstyles, clothing styles, etc.
- **Note:** Some students may need extra paper if their family is really big. Some students may want to include pets. Some students may draw their family on two papers because they are in joint custody and live in two places. Some children have friends they consider family. Some children may only want to draw chosen family, adopted family, or one caring adult such as a foster parent and not draw their family of origin. All of these choices are important, be respectful of each student's needs.
- After they have drawn their family in pencil with lots of details, have students trace over the pencil lines with a black permanent marker.
- Once students are done outlining, they can color in their drawing of themselves with crayons, colored pencils or markers.
- Have students write a sentence at the bottom of their drawing, "Some families..." with a special example about their family.

## SHARING THEIR ARTWORK

- Give students an opportunity to share their work with each other and talk about things that are different and special about their families.
- Ask students to notice a similarity and difference between their family and a classmate's family.
- Have students give each other an appreciation about their drawings.

## EXTENSIONS

- Put all of the students' artwork up in your classroom or school hallway.
- Display these drawings for a family night to help families get to know each other.
- Use writing prompts to have students write about families.

## ASSESSMENT AND EVALUATION

- End the lesson with a class discussion about what they learned about families, what are important qualities in families, and why it is important to treat other students' families with understanding and respect.
- Listen to assess student understanding.

## ADDITIONAL RECOMMENDED BOOKS

*We Belong Together.* Todd Parr.

*The Grandma Book.* Todd Parr.

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*The Daddy Book.* Todd Parr.

*The I Love You Book.* Todd Parr.

## **DIVERSE AND UP-TO-DATE RESOURCES FROM WELCOMING SCHOOLS**

[Children's Books to Embrace Family Diversity](#)

[Lesson Plans to Embrace Family Diversity](#)

[Embracing Family Diversity School Resources](#)

[Family Diversity Vocabulary](#)

[Professional Development Training](#)

