

EXTENSION ACTIVITY

LEVEL 10

BOOK TITLE
My Family

TOPIC
About Me

LENGTH
1 Lesson (1 Hour)

Essential Question



How do families provide for one another?

LESSON OVERVIEW



In this lesson, the teacher guides the students to think about how families provide for one another's needs, how family members adapt during times of change to continue to support one another's needs, and how work and caring for the family can be shared by family members, regardless of gender.

REQUIRED MATERIALS

- Book: *My Family*
- Writing and drawing utensils
- Activity worksheet:
My Family

LEARNING ACTIVITIES



Class discussion before the reading.



Class discussion about the reading.



Completion of the **My Family** activity worksheet.



Discussion about family jobs and roles.



Class discussion about the activity worksheet.

LEARNING CONNECTION

Throughout the lesson, students will think about why it can be difficult to get used to changes in daily life at home, and how to look for the positive side of these changes. This builds on their understanding of the book *My Family*. Students will build on what they are learning about responsibilities and feelings.

READING VOCABULARY

supports

PRE-LESSON PREPARATION

1. Photocopy the **My Family** activity worksheet so there is one for each student in the class.

1. Ask students to describe how the people in their family care for one another.

 **“How do the people in your family help one another?”**

Give students a chance to respond. If they have trouble coming up with answers, prompt them.

 **“Who are the people in your family? What do different members of your family do to help out? What do you do to help out?”**

2. Ask students to preview *My Family* by looking at the pictures in the text. Then read the text aloud and ask students to follow along in their books.
3. Discuss how daily life used to be in Aujarluk’s home, and how it changes when his mother gets a new job. Specifically, ask questions that will help students focus on the needs that Aujarluk’s parents are responding to, and how they are working together to make changes to help their family.

 **“Who used to wake up Aujarluk on school mornings?”**

Answer: His mom.

 **“Whose job is it now?”**

Answer: His dad.

 **“What are Dad’s other new jobs at home?”**

Answer: Taking Aujarluk to school, picking him up for lunch, making him lunch.

 **“What job did Dad do for the family before, and will he continue doing it now?”**

Answer: He was a hunter. He will continue to go hunting.

4. Guide students to discuss and compare the roles of Aujarluk’s parents with the roles of their own family members in order to get students thinking beyond traditional gender roles.

 **“In some families, the females only do one type of job, such as looking after the home and the children, and the males only do another type of job, such as hunting. Is your family like that?”**

Give students a chance to respond and discuss.

 **“What jobs do your parents or guardians do? What jobs or roles do other family members have at your house?”**

Give students a chance to respond.

 **“What did you notice about the jobs that Aujarluk’s parents have?”**

Answers might include: His mother was going to be away a lot, and his father was going to help take care of Aujarluk and look after the home more.

5. Have the students discuss what made Aujarluk upset or anxious about the changes in his family.



“Why was Aujarluk upset about these changes?”

Answers might include: He didn't like what his dad made him for breakfast; his dad parked in a different spot at the school when he came to pick him up at lunch; he didn't like that he would have to help his dad tidy up the house; he thought he didn't like what his dad made him for lunch; he was worried his father wouldn't have as much time to take him out on the land.



“What did Aujarluk realize he liked about these changes?”

Answers might include: He liked what his dad made him for lunch; he liked having his dad play hockey with him and his friends after school; he liked spending more time with his dad.

Ask students if they have ever experienced a change like this in their family, or if they know someone who has. Have them talk about how it made them feel, if they are comfortable talking about that with the class.

6. Hand out one copy of the **My Family** activity worksheet to each student. In pairs, have students record a list of jobs that need to be done in a family (cooking, cleaning, hunting, washing, childcare, caring for animals and pets, and so on). Have each student record their list on their worksheet, and discuss how they would decide which person in the family should do each job.
7. In the other column on the worksheet, ask students to draw a picture of one or more of their family members doing one of the jobs they have listed.
8. Gather as a class and have them discuss their worksheets. If students suggest gender as a reason that one of their family members is doing a particular job, challenge them to explain why a person of that gender is doing that job. Emphasize that the most important thing is that family members care for one another and share the jobs that need doing, and if possible, do the jobs they like doing and that they are good at, no matter their gender.

SHARING AND DISPLAYING (CLASSROOM REINFORCEMENT)

1. Students can share their lists and illustrations of family jobs with the class.

Name: _____

My Family

Family Member

Draw a picture of someone in your family doing one of these jobs. Write who this family member is and what job they are doing.


