

Title of Lesson: Uncle Bobby's Wedding Changes in the Family

Grade: K-2nd

OVERVIEW

Using the literature book, Uncle Bobby's Wedding, students will become aware of family changes. Some of these family changes are happy, but others may include feelings of jealousy and displacement. The lesson offers students strategies for adapting to these changes, and feeling reassured to new family dynamics. Communication is a key technique.

OBJECTIVES

By the end of the lesson students will be able to:

- Identify changes in family structure;
- Identify feelings and how to cope with them;
- Learn appropriate vocabulary for same sex relationships.

TIME

One to two class periods

- **Part one, 15 minutes:** Introduction and discussion
15 minutes: Reading / Discussing Uncle Bobby's Wedding
- **Part two, 15 minutes:** Writing/Drawing: "Changes in Your Family"

STANDARDS

- **California Health Education Content Standards** 1 and 7 (Mental, Emotional and Social Health)
- **Reading** 1.0, 2.0, 3.0
- **Written and Oral English Conventions** 1.0, 2.0

MATERIALS NEEDED

- Uncle Bobby's Wedding by Sarah S. Brannen
- Whiteboard and pen or chart paper and markers; pencils and crayons for writing sheet
- *How to Handle Changes* poster
- Copy of attached "Changes in Your Family" writing/drawing template sheet (one per student)

VOCABULARY

- **Change:** to make different
- **Communication:** Sharing your thoughts, your feelings or information with another person.
- **Family:** A unit of two or more persons related either by birth or by choice, who may or may not live together, who try to meet each other's needs and share common goals and interests.
- **Feelings:** emotions, like happy or sad
- **Gay:** A term to describe people of the same sex who have feelings for one another in a romantic way. The term is usually used to describe men
- **Lesbian:** Women who have feelings for one another in a romantic way
- **Marriage:** A social or legal union of two people.
- **Respect:** to be considerate of other persons
- **Wedding:** A ceremony in which two people are united in marriage.

CLASSROOM PROCEDURE

Introduce or review classroom rules in order to create a safe place for students to discuss the book. Students in the class may have same sex parents or know people who are gay or lesbian. Consider ground rules listed below:

Respect other people in the class:

- Use kind words- no put downs
- One person speaks at a time- be an active listener
- Everyone has the "right to pass" if s/he doesn't want to talk
- Everyone will have a chance to speak

Part One: Brainstorm Feelings

Identify feelings, both positive and negative, that family changes can provoke/bring about. Write them on chart paper (optional, draw a facial expression to accompany the feeling).

Tell students that when someone experiences strong feelings he or she may feel upset, angry, sad, jealous, happy or joyful. Our behavior or the way we act is affected by the feelings we are experiencing – negative feelings (like being jealous that your friend is playing with someone else or being angry that TV time is limited) can make it harder to cooperate at school or home. Ask students to brainstorm ways of dealing with negative feelings. Write them on the chart paper.

Show the "How to Handle Changes" poster. Tell students that all feelings, including negative feelings, are acceptable but we need to know how to handle them. Review the poster. Emphasize that communication is an important tool. We can communicate feelings with words and body language (talking, drawing, writing, and dancing). Remind students that it is okay to cry. Place the poster on a nearby board/wall so students can see it when you read the book.

Part Two: Reading/Discussion “Uncle Bobby’s Wedding”

- Introduce the book, Uncle Bobby’s Wedding. Show the students the cover of the book, read the title, and ask students to predict what the story will be about.
- Briefly review the brainstorm list before reading Uncle Bobby’s Wedding to the class. Inform the students that the main character is a guinea pig that experiences a change in her family. Tell them to be aware of the feelings she experiences and how she copes with them.
- Read the story
- Discussion (after reading)
 - What change was happening in Chloe’s family? (Her Uncle Bobby was getting married.)
 - Do you have two uncles or two aunts who are married? (At this time you might need to state: “This is called gay” and define the term for students.) Students may also state that they have two moms or two dads who are married. Refer to vocabulary list.
 - Do you know any other adults who are gay and in a relationship? Are they married?
 - What were Chloe’s feelings about the change? (She was sad and jealous.)
 - Why was she experiencing those feelings? (She felt that Uncle Bobby wouldn’t have time for her, or that she’d be displaced.)
 - How did she express her sadness and jealousy? (She sat apart from the family.)
 - How were her feelings resolved? (She spoke to her mother. Uncle Bobby took a walk with her and talked to her, he made her feel reassured. Together with Jamie they went out to eat, to sail, and they planned the wedding – including her as the flower girl.)
 - Do you think that Chloe was concerned that her Uncle Bobby was marrying another male? (No, but this will elicit concerns students might have).
 - How would you feel if your favorite uncle or aunt was getting married? How would you resolve any negative feelings?

Part Three: Finishing the Story

NOTE: It may be appropriate for younger classes only to complete the drawing portion of, “Changes in Your Family”

- Inform students that they will complete the following worksheet; “Changes in Your Family” a depiction of a family change before and after. It may be shared with the class or with parents/caregivers. As needed, a teacher or another adult may assist with the writing.
- To assist students, review the definitions from the vocabulary list below. Keep the list visible for the students so they may copy key words for the sentence completion.
- Review the book and summarize the story.

Handouts

Writing/Drawing Templates of “**Changes in Your Family**” for each student

EVALUATION

The objectives have been met if the student is able to:

- Identify changes in family structure through class discussion, drawings and/or writing.
- Identify feelings and explain how to cope with them.

EXTENSION ACTIVITIES AND RESOURCES

SEE YOUR HEALTH ADVOCATE FOR LOCATION OF RESOURCES

❖ HEALTH:

Actions for Health, ETR Associates

- Kindergarten: Unit IV: *My Family*
- First Grade: Unit II: *I Am Part of A Family*
- Second Grade: Unit II: *Family Life and Communication*

❖ “That’s A Family” video and curriculum by Women’s Education Media

❖ **And Tango Makes Three** book and lesson plan

❖ **All Families are Special** book and lesson plan

❖ **Community Based Organizations (CBO):** A list of CBOs which may be used as a resource to supplement health lessons is available on the SHPD website, www.healthiersf.org, under the Programs and Services link. Click Health Presenters.

How to Handle *Changes*



Talk about it.

Find a space to be alone.



Draw or write about your feelings.

Hug a stuffed animal or pet.



Be physically active (exercise, run, dance).



Name: _____

Changes in Your Fami

Draw a picture showing a change in your family that made you feel uneasy.

Draw a picture showing how you worked on feeling better.

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Write what happened, how you felt and what you did to feel better.

