

Title: Mom and Mum are Getting Married!

Grade: K-3rd

OVERVIEW

Using the literature book, Mom and Mum are Getting Married! students will learn that families are joined together by love, understanding and trust.

OBJECTIVES

By the end of the lesson, students will:

- be able to define what constitutes a family and describe a variety of family configurations
- be able to identify common characteristics within all families
- discover that families have some similarities and some differences
- recognize that families can resolve problems through discussion and compromise

TIME

- Two sessions of 25 minutes (grades K-1)
- One session of 50 minutes (grades 2-3)

STANDARDS

California Health Education Content Standards

- Standard 1 – All students will comprehend essential concepts related to enhancing health
- Standard 2 - All students will demonstrate the ability to analyze internal and external influences that affect health
- Standard 4 – All students will demonstrate the ability to use interpersonal communication skills to enhance health
- Standard 5 – All students will demonstrate the ability to use decision-making skills to enhance health
- Standard 6 – all students will demonstrate the ability to use goal-setting skills to enhance health
- Standard 8 – All students will demonstrate the ability to promote and support personal, family and community health.

Reading 1.0, 2.0, 3.0

Written and Oral English Conventions 1.0, 2.0

MATERIALS NEEDED

- Mom and Mum are Getting Married! by Ken Setterington
- White board/chart paper and marker
- Story sheet for grades K/1 and 2/3
- Crayons/markers

VOCABULARY

- **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:** A woman who has feelings for another woman in a romantic way.
- **Marriage:** A social or legal union of two people
- **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 (by respecting other people in the class):

- 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
- Use kind words - no put downs

Part One: Defining a Family

- Ask students to name the members of a family. Include different family configurations (two moms, two dads, stepparents, adoptive parent, foster parents) if not mentioned.
- Write/draw the family types on the board/chart paper.
- Discuss – What do all of these families have in common?

Part Two: Reading/Discussion "Mom and Mum are getting Married!"

1. Show students the cover of the book. Discuss the title and cover:
 - What do you think is happening on the cover of the book?
 - What do you think the characters are feeling?
2. Read the book, Mom and Mum are Getting Married!
3. After reading the book, ask the following questions:
 - Why was mom so happy and dancing in the living room?
 - What did Rosie want? What did she suggest in order to participate in the wedding?
 - What did Mom agree to? Did it turn out that way? How did Rosie feel/react?
 - How did Rosie's brother Jack feel about the wedding?
 - What had happened to the rings Mum had? How was the problem resolved?

- In which way did other family members contribute to the celebration?

General Questions:

- Why do people get married?
- What do you do when you don't get something you want?
- How do you handle feeling disappointment?

4. Writing/Drawing Activity:

Pass out the grade level appropriate worksheet to the students.

For the upper grade worksheet, have students brainstorm feelings that Rosie might have felt throughout the story and list them on chart paper or on the board. Discuss if they are positive or negative feelings. Have students refer to the words as they complete their "I" message sentences (see worksheet).

Part Three: Closure/Wrap up

For the lower grades have students share their drawings. Create a book for the class or place on a bulletin board.

For the older students have students read aloud their "I" messages and mimic the faces that they drew. The worksheets can be placed on a bulletin board.

EXTENSION ACTIVITIES AND RESOURCES

SEE YOUR HEALTH ADVOCATE FOR LOCATION OF THE FOLLOWING 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*

The following books can be found in your library and the lesson can be downloaded at www.healthiersf.org/LGBTQ under the "curriculum" tab.

- ❖ **"That's A Family"**, video and curriculum by Groundspark
- ❖ **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 SSSD website, www.healthiersf.org, under the Programs and Services tab. Click Health Presenters.

Name: _____

Draw how Rosie imagined she would look as a bridesmaid at the wedding.

Draw how Rosie helped out at mom and mum's wedding? Name what her role was.

Rosie was a _____ at the wedding.

Name: _____

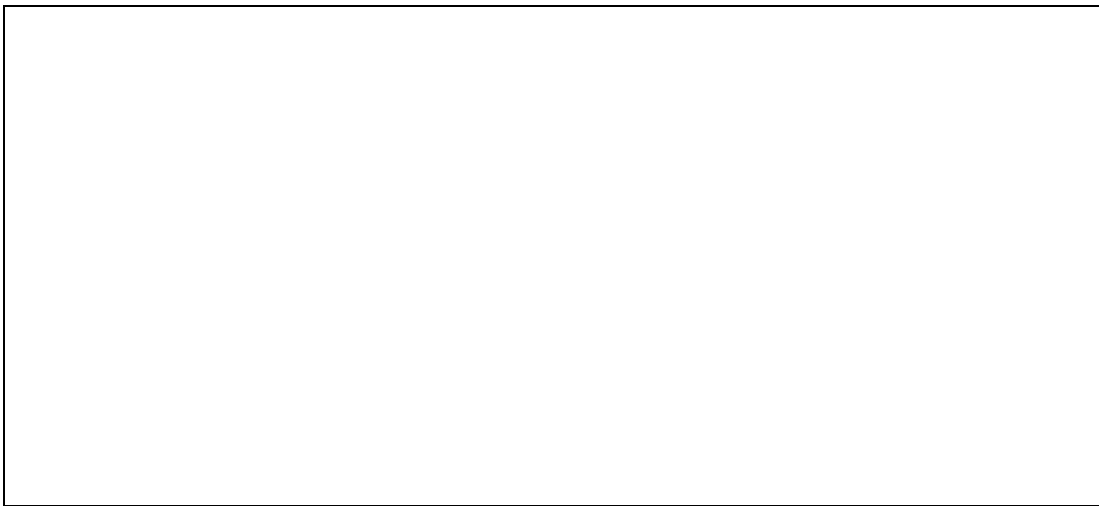
Rosie wanted to be a bridesmaid at her mom and mum's wedding. She compromised by being a ring bearer and petal thrower. Just before the ceremony her mom changed her mind about who would carry the rings.

Complete the "I" messages below stating how Rosie might have felt. Use the words from the chart/board.

I feel _____ that I can't be a bridesmaid, but I feel _____ that I will be able to carry the rings and throw flower petals because_____.

I feel _____ that mom changed her mind and is asking me not to carry the rings. Yet I feel _____ that mum found the ring later. I feel _____ that I had a good idea and it solved the problem about my brother and I carrying the rings. It was a win-win situation!

In the box below draw how Rosie's face must have looked when she was told that she wouldn't be a bridesmaid.



In the box below draw how Rosie's face must have looked when she and her brother carried the rings and threw flower petals.

