

And Tango Makes Three Lesson Plans

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Grade: K-5 (can be adapted to better suit specific grade levels)

Background:

And Tango Makes Three is a true story about two male chinstrap penguins, Roy and Silo, who fall in love and by the grace of their keeper, Mr. Gramzay become fathers to Tango. This is a wonderful story that illustrates the beauty of diversity in families.

Objectives:

By the end of Section A, students will be able to:

- Discuss different family structures inclusive of gay and lesbian parents

Activities/Time:

Section	Description	Time
Section A	Introduction, Reading & BASIC Discussion <u>And Tango Makes Three</u>	30 minutes
<p>The following 5 sections consist of a topic specific <u>Extended Discussion, Art Activity, Writing Brainstorm, Writing Activity & Summary Questions.</u></p> <p><i>*Please Note: The Extended Discussion may be done on its own and the Art Activity consists of 5 separate parts to make one completed art project. Each section is based on Maslow's model of Basic Human Needs.</i></p>		
Section One	• Basic Needs* Extended Discussion	20 minutes
	• Art Activity (Part One)	20 minutes
	• Writing Brainstorm & Writing Activity	30-40 min.
	<i>*Basic Needs: Discussion around the basic and biological needs required to live and how caregivers provide these needs.</i>	
Section Two	• Sense of Love* Extended Discussion	20 minutes
	• Art Activity (Part Two)	20 minutes
	• Writing Brainstorm & Writing Activity	30-40 min.
	<i>*Sense of Love: Discussion is around the different types of 'love,' the different ways people show their love and how it makes us feel.</i>	

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Activities/Time:

Section	Description	Time
Section Three	• SAFETY* Extended Discussion	20 minutes
	• Art Activity (Part Three)	20 minutes
	• Writing Brainstorm & Writing Activity	30-40 min.
	<i>*Safety: Discussion around what makes students feel safe, both physically and emotionally at home, school, in their city/state and world.</i>	
Section Four	• PRIDE* Extended Discussion	20 minutes
	• Art Activity (Part Four)	20 minutes
	• Writing Brainstorm & Writing Activity	30-40 min.
	<i>*Pride: Discussion around a feeling of accomplishment or worth that causes one to feel esteemed, important or valued.</i>	
Section Five	• Goals* Extended Discussion	20 minutes
	• Art Activity (Part Five)	20 minutes
	• Writing Brainstorm , Writing Activity & Summary Questions	30-40 min.
	<i>*Goals: Discussion around students' dreams and what they would like to work towards in the future.</i>	

California State Standards:

1.0 Written and Oral English Language Conventions

Students speak and write with a command of Standard English conventions appropriate to their grade level.

Listening and Speaking Strategies

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas.

National Health Education Standards:

Standard 1 : Students will comprehend concepts related to health promotion and disease prevention to enhance health

1.2.2. (Pre K – 2)

Students recognize there are multiple dimensions of health

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National Health Education Standards (continued):

1.5.2. (3-5)

Students identify examples of emotional, intellectual, physical and social health

Standard 2 : Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

2.2.1. (Pre K – 2)

Students identify how the family influences personal health practices and behaviors

2.5.1. (3-5)

Students describe how family influences personal health practices and behaviors

Section A: Basic Discussion

Suggested Discussion Questions during and after reading And Tango Makes Three

- 1★ What is a family?
- 2★ What do all families have in common?
- 3★ What does it mean that Mr. Gramzay thought that Roy and Silo “must be in love?”
- 4★ How is love different between a couple compared to the love between a parent and a baby?
- 5★ How would you define/describe a couple?
- 6★ How were Roy and Silo like other penguin couples?
- 7★ Why do you think Roy and Silo built a nest?
- 8★ How were Roy and Silo like other penguin parents?
- 9★ Roy and Silo are male penguins. What do you think about them being parents?
- 10★ What do we call parents who are the same sex? (*gay, lesbian*)
- 11★ Do you think that same sex parents can take care of a baby?

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Section A: Basic Vocabulary

Basic Vocabulary Terms:

- mama
- family
- parents
- papa
- sister
- uncle
- "in love"
- love
- couple
- partner
- guardians
- caretaker
- step parents
- birth parents
- foster parents
- adoptive parents
- grandparents
- grandmother
- grandfather
- cousin
- brother
- aunt
- step brother
- step sister
- care
- survive
- grow
- thrive

★ **Gay: (K-2)**

A term used to describe a person who has romantic feelings for another person of the same sex, usually used to describe a man.

★ **Gay: (3-12)**

A term that can apply to either men or women who are physically and emotionally attracted physically and emotionally attracted to persons of the same sex. However, it is usually used to describe men e.g. "gay men."

★ **Lesbian: (K-2)**

A woman who has romantic feelings for another woman.

★ **Lesbian: (3-12)**

A term used to describe a woman who is emotionally and physically attracted to another woman.

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Section 1: Basic Needs

Basic Needs Vocabulary:

- Basic Needs (K-3)
- Biological Needs (4-5)
- survive
- live
- warmth
- shelter
- air/oxygen
- temperature
- food/milk
- caretakers
- care (K-3)
- nurture (4-5)
- grow

By the end of Sections 1, 2, & 3 students will be able to:

- Identify and discuss and BASIC HUMAN NEEDS (According to “ Maslow’s Basic Human Needs”)
- Discuss different family structures inclusive of gay and lesbian parents
- Understand key vocabulary words that pertain to Human Needs

Section 1: Basic Needs Extended Discussion

- Open up a conversation with students about what all parents or caregivers need to do in order to take care of a baby.
- Begin by using some of the prompts below. Record brainstorm responses on a piece of chart paper.
- Structure your brainstorm by creating a list of different animals and ask students what they think each needs in order to survive.
- Record ideas and circle or underline items that are the same for different animals:

Human	baby <u>food</u> , <u>milk</u> , <u>water</u> , <u>air</u> , a <u>warm</u> shelter and clothes...
Puppy	puppy <u>food</u> , puppy <u>milk</u> , <u>air</u> , <u>water</u> , a <u>warm</u> and dry place to live...
Fish	fish <u>food</u> , worms or other fish to eat, <u>water</u> (salt or fresh), a certain <u>temperature</u> , sometimes coral or rocks to hide from predators...
Turtle	turtle <u>food</u> , <u>water</u> , sometimes sunlight or a heating rock to keep them at the right <u>temperature</u> , <u>air</u>
Bird	<u>air</u> , a <u>warm</u> nest, bird <u>food</u> like worms....

