

# MY FAMILY

## TEACHERS' NOTES

Teachers should read all the sections on the previous page. Overall we do not believe in prescriptive resources so each teacher is free to adapt the project to their needs and those of their pupils.

In order to benefit from the work of others and allow others to make use of your work, it is ideal if you can follow the majority of our sections in producing your project.

Once we begin to upload the links to these projects, you will be able to use them as part of any learning programme you have. The idea that others may be reading their work is a great motivation for pupils to carry out the projects.

## PARTICIPANTS

The project is best done by individuals in a class of pupils. This project is also written to be done by pupils working alone or at home. The PDF set of instructions is not intended for them. These are written for teachers to photocopy and hand out to pupils in their class.

## DURATION

These sets of Little Owlettes projects do not have any advisory duration. I am leaving it up to each teacher to decide how much discussion before, during and after pupils have done the projects there should be.

## LESSON GUIDELINES

Firstly, do emphasise that the work will go on a part of your school's website and that a link will be made from Owlbut's site. I have made the PDF instructions seem quite personal from Owlbut for all these projects.

With this project, preparatory discussion can centre on ancestry and the use of a family tree to trace ancestry. You can tell pupils that there are TV programmes where famous people trace their ancestry and many people find it really fascinating. It is your choice as to whether you want to explain where and how records are held but as most pupils will have a birth certificate, explaining that copies of these, or probably nowadays on-line records are kept for everyone.

I would suggest that you then either show, or hand out, a copy of, my family tree. You can use it to show how their 'tree' should look. In terms of simplicity, I have not shown the fact that my father had a previous marriage and I have a half-sister. However, verbally, in the pupils' presence, I feel this matter could be covered. You could also explain the difference between a half-sister and a step-sister. There are other pieces of information that you could discuss.

Once all discussion has taken place, pupils should be asked to draw up their family trees. Offer any help needed. I would like you to encourage pupils to look at extending their family trees and also maybe try to produce a family tree for royalty from a period in history. There are some examples on our website.

## GENERAL OUTCOMES

At the completion of this project the student will be able to:-

- understand the idea of ancestry.
- discuss relationships terms within the broader family
- be aware of how ancestry records are kept
- draw a family tree for their own family
- draw a family tree for a different family
- understand, develop and communicate ideas and information
- speak, listen, read, write, view and represent
- use language and communicate appropriately and effectively
- understand the power of language to explore and express views of themselves, others and the world
- understand the power of effective communication using the language modes of speaking, listening, reading, writing, viewing and representing
- use visual texts in a range of contexts
- read and respond to short written texts
- write short texts for everyday purposes