

Poem 10 – My Family

Subject:		Resource:
PSHE (Personal, Social, Health and Economic Education)		BOOK (Poetry for PSHE by Jay Clarke)
Teacher:	Date:	Group size:

Direction

Topic: Families	
The poem “My Family” is about the writer’s family and how they compare with other families, on TV or elsewhere.	
Lesson Aims:	
To encourage students to explore their view of their own family, selecting the parts of the poem they can identify with.	
Generic learning outcomes: <i>By the end of the session, learners will be able to-</i>	Differentiated learning outcomes: <i>Learners with more advanced current skills will be able to-</i>
Offer opinions on positives and negatives in the poem. Explain whether or not the writer’s perception of their family is a favourable one.	Explain, from the writer’s point of view, how they appear to recognise positive aspects of family life as the poem progresses.

Key Skills Development

Communication / Literacy / Reading The class are required to read the entire poem; reading out loud if preferred.	Wider Key Skills Empathy, debating, positive framing.
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Time	Teacher activity	Student activity	Resources
2.30- 2.45	Show poem on overhead projector or whiteboard, with a short introduction. Ask students for their initial thoughts.	Review the poem and volunteer views about its content.	Book of poetry, projector and/ or whiteboard. Use handouts, if necessary.
2.45 – 3.05	Question: Is your family like the ones the writer sees on TV (“very close” and “all lovey-dovey”), or like the writer’s own (“we argue and fight”)?	Students respond with their opinion of which type of family they believe they have.	Students
3.05 – 3.15	Question: Do you think any family can be like the TV families all the time? Question: Do you think the writer’s family is probably just like the TV families really?	Students engage in a group discussion about the perception of what family life is like and how it might differ from the reality.	Pen/Paper
3.15 – 3.30	Invite students to choose one side or the other (happy families, or those who “argue and fight”) and write a short poem, describing their family.	Students write a short poem, describing their fictional family and highlighting the good or bad points.	Pen and paper or writing book.
Session Evaluation: <i>Consider what went well, areas for improvement, points to take forward</i>			