



The Best Mummy Snails in the Whole Wide World by Troy Jenkinson
<p>BLURB: Felicity and Jane are two African Snails. They decide to extend their family by bringing some baby snails into the world. The story usualises same sex parents and helps to explore the issues of diversity and equality.</p>
<p>Related books that can also be read alongside this one:</p> <ul style="list-style-type: none"> • “And Tango Makes Three” by Justin Richardson and Peter Parnell • “Adopting Our Two Dads” by Luca Panzani • “Daddy, Papa and Me” and “Mommy, Mama and Me” by Lesleá Newman • “The Great Big Book of Families” by Mary Hoffman • “The Mommy Book”, “The Daddy Book” and “The Family Book” by Todd Parr • “King and King and Family” by Linda de Haan and Stern Nijland • “Some People Have Two Mums” and “Some People Have Two Dads” by Fabri Kramer and Luca Panzani • “This is My Family” by Pat Thomas • “Welcome to the Family” by Mary Hoffman • “Who’s in a Family” by Robert Skutch • “Dandelion Blue”/”Who’s Egg Are You?” by Rob Bounds • “Spacegirl Pukes” by Katy Watson and Vanda Carter • “If I Had a Hundred Mummies” by Vanda Carter
<p>For your WALT/LI & WILF/SC, please refer to the PSHE Association Scheme of Work for PSHE (January 2017) - Core Theme 2: Relationships and Core Theme 3: Living in the Wider World.</p> <p>In Relationships, pupils should be taught:</p> <ol style="list-style-type: none"> 1) how to develop and maintain a variety of healthy relationships within a range of social and cultural contexts 2) how to recognise and manage emotions within a range of relationships 3) how to recognise risky or negative relationships including all forms of bullying and abuse 4) how to respond to risky or negative relationships and ask for help 5) how to respect equality and diversity in relationships <p>In Living in the Wider World, pupils should be taught:</p> <ol style="list-style-type: none"> 1) about respect for self and others and the importance of responsible behaviours and actions 2) about rights and responsibilities as members of families, other groups and ultimately as citizens 3) about different groups and communities 4) to respect diversity and equality and to be a productive member of a diverse community
<p>ACTIVITY 1: FOCUS: Different Families</p> <ol style="list-style-type: none"> 1) Read the book; discuss the story 2) Brainstorm: how many different families can you (children and staff) think of? 3) Explore the ‘Out for our Children’ website: https://www.outforourchildren.org.uk/resources/ and download their A4 posters for “Real Families Rock”.



- 4) Create your own version of this poster to display in the classroom and around school

Activity 2: FOCUS: Different Families

- 1) Frank and Karl have two mummies, Felicity and Jane. We all have different families and that's right for us.
- 2) Watch: <https://goo.gl/Yo9mCz> which is a clip of a longer DVD called "That's A Family!" The clip is 3:22 minutes long and is a good starting point if you can't get hold of the longer DVD.
- 3) The message here is: What does our family give us? Things like love, support, encouragement, shelter, food, clothes. Families of all kinds provide these things.

Activity 3: FOCUS: Family Trees

- 1) Draw the snails' family tree with Felicity and Jane, Frank and Karl. How many babies do snails usually have? Will Felicity and Jane have any more? What might they be called?
- 2) Ask the children to draw their own family tree - each child draws their own family. This could just be limited to the family members they live with/share their home with.

CAUTION. Children should be allowed to opt out if this is too intrusive. In cases such as this, they could draw a fictitious family such as "The Simpsons". Please use your professional judgement. This could also throw up some uncomfortable memories particularly for children who may be adopted. Remember to have a discussion with SLT and parents before doing this activity.

Instead of a family tree drawn in the traditional way, the child could draw themselves as the central trunk with other family members as the branches. This also gives scope for talking about roots. This more flexible structure validates many different kinds of blended families, leaving space for step-parents, birth parents and half siblings.

- 3) Explore the 'Out for our Children' website: <https://www.outforourchildren.org.uk/resources/> and download their posters for 'Real Families Rock'
- 4) Encourage the children to bring in photos of their families. Create a display.

Activity 4: FOCUS: Differences and Similarities

- 1) Discuss: What activities do families do together?
- 2) Ask the children to create a collage of the things they do with their family. This can be created by cutting pictures out of magazines, sourcing appropriate images from the internet or drawing or painting pictures.

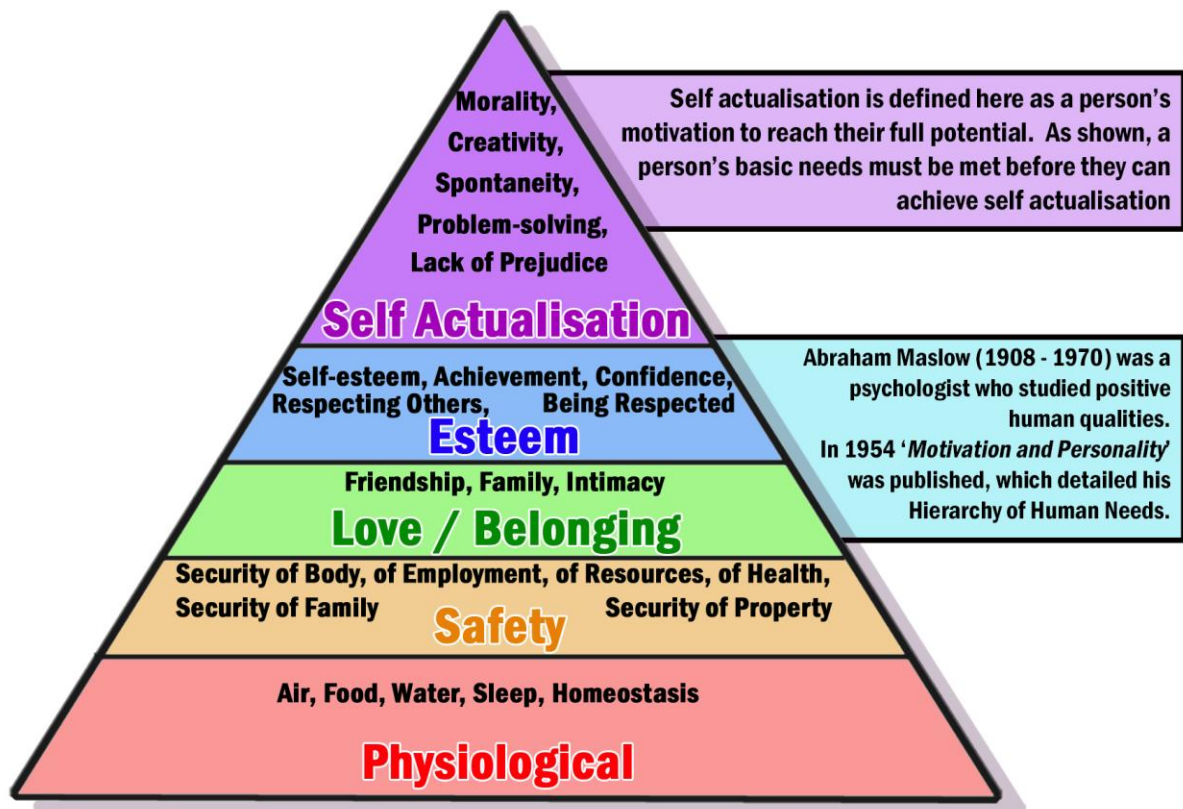


- 3) When completed, ask the children to compare their pictures. Find and list differences and similarities. Discuss.

Activity 5: FOCUS: Needs and Wants

- 1) Brainstorm the things that children need from their parents. Is there any difference between needs and wants?
- 2) Explore different “Needs and Wants” scenarios such as what do you need or want on a holiday? At school? At home? If you were homeless?
- 3) Extend by referring to Maslow’s “Hierarchy of Needs”. Do children/people generally only need food, shelter and love?
- 4) What do animals need from their parents? Does this differ depending on the particular animal? For example, do snail babies need something different from their parents than ducklings, pups (baby bats), snakelets or kittens etc?

Maslow’s Hierarchy of Needs





Activity 6: FOCUS: Same Sex Parents

It is interesting to note that incidences of homosexuality in the animal kingdom are highest in animals such as bats. Research and discuss how and why animals display homosexual behaviour.

CAUTION: Be very careful which research/websites/images the children have access to. If in doubt, print off anything you find and present it to the children rather than encouraging them to do research on their own or in class.

School firewalls should prevent much of the searches coming up anyway. This activity really does rely heavily on effective parental engagement and support and a positive professional relationship between the teacher and the class.

Here's a site to get you started: Gay Star News Article [Shortened URL]



bitly.com/2x0oYUM

Also, explore these articles about research carried out involving children with same sex parents:

[<https://www.theguardian.com>]

Children of same sex parents study #1: [Shortened URL] **bitly.com/2vAtLOX**

<http://www.huffingtonpost.com>]

Children of same sex parents study #3: [Shortened URL] **bitly.com/2uLdaoG**

Activity 6: FOCUS: Parents

- 1) Create large pictures of Felicity and Jane. Label these with adjectives to describe the positive attributes needed by a parent.
- 2) Ask the children to write a job description for a parent. What does a parent need to be able to do? (*A sample job description is available on the memory stick.*)

Activity 7: FOCUS: African Land Snails

- 1) Visit <https://www.snails4you.com/snails-for-sale.html> to buy some African Land Snails
- 2) Observe the snails. Create a fact file with, for example, photographs of the snails' development/how they change over time; what they eat; how far they travel in a day.
- 3) Explore and discuss: why are these animals considered pests?

Activity 8: FOCUS: Reproduction

- 1) In an age-appropriate way, explore how snails reproduce.
Visit <https://bit.ly/2CwKq8L> or <https://bit.ly/33Eell3> for further information
- 2) Create further entries in the fact file based on how they reproduce.
- 3) What is the most interesting fact that can be found? (*Maybe create a mini competition around this!*) Visit: <https://bit.ly/2NZF1MW> for help

Activity 9: FOCUS: All different! All special!

- 1) Display all the work created during this week.
- 2) Create a poster to tie it all together under the title, "All Different! All Special!"