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Families and Roles - Year 1

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Families and Roles – Year 1

TEACHER OVERVIEW

Essential question: How are families organised and how do people help one another? Ten 60-minute HASS lessons build questions, source use, comparison, perspectives and a supported suggestion. The eight-session option preserves this learning and the individual assessment.

The unit uses original fictional people, comments and past/present accounts. They model inquiry; they are not records of a real family or evidence about all families in the past. No date or birthplace should be inferred from an illustration.

Success evidence: describe family connections and helping roles; ask a question; name a source; compare one continuity and one difference; explain two views; give a fair, source-linked suggestion and identify something still unknown.

PRIVACY AND CARE

Read the fictional cards aloud. Use names and relationships respectfully. Do not request photographs, family trees, explanations of care arrangements, or personal disclosure. A learner may use only the fictional examples. Harper's carers provide care; never ask why Harper is in foster care.

ACCESS AND CHALLENGE

Offer pictures, word cards, pointing, drawing, a scribe or an adult to record ideas. Rehearse with a partner. Read all source and assessment questions aloud as needed. Offer two choices without supplying the reason. Extend by comparing a third case, explaining a source limit, or testing an alternative suggestion. Assess understanding and evidence, not handwriting, spelling, public speaking confidence or response format.

PREPARATION

Use D1–D2 for display model explanations. Print and cut C1 and G1 along marked lines; use pencils, counters and coloured beads/string for the care maps. Set aside W01–W10, their red sample-answer pages, A1 and R1. No real family objects are needed.

ASSESSMENT

Gather records across the unit. Use A1 with a short individual conference and R1. The ten-question quiz checks retrieval and application; it supports the teacher's judgement, rather than replacing source explanations. A public exhibition is not required.

Resource guide

PRESENTATION FILES

Open the separate Lesson 01–10 Presentation.pptx files in numerical order. Each has a cover, learning focus, retrieval question, vocabulary, model, guided task, independent task, check with explanation, reflection and closing. Each file has 12 slides.

The separate Quiz.pptx has 24 slides: cover, response instructions, ten questions with paired answers, reflection and closing. Answers follow the questions; pause before revealing them.

PRINTABLE RESOURCES

D1: Family-role concepts — colour display page.

D2: Worked explanation — colour model page.

C1: Two colour pages, eight cut-apart fictional case/source cards. Keep each card ID attached when cutting. C1-1–4 introduce Maya, Leo, Asha and Harper. C1-5–6 compare Jo's childhood and Maya today. C1-7 gives two comments. C1-8 is a story book page.

G1: Three colour pages — rules, six-stop board and eight challenge cards. Add a counter per pair and use the source cards. The teacher key is on the assessment/game guidance page.

W01–W10: Ten low-ink learning records and ten modelled model-answer pages. The examples are possible responses, not a script. Every learner must copy. Accept other accurate ideas supported by the cards. Do not give learners answer pages before collecting their own evidence.

A1: Two low-ink assessment pages. Page 1 organises a comparison. Page 2 supports a new comparison, proposal and source explanation. R1: One rubric page.

CHOOSING A RESPONSE

Invite drawing, name, card challenge prompts, oral explanations, pointing, pictures, a device or scribing. Record the learner's own explanation, the named source and any prompts used. Reduce the writing load while preserving the comparison and reasoning.

USING IMAGES AS SOURCES

These illustrations are original fictional teaching aids. Read the words on the cards before making a claim. A picture alone does not prove a birthplace, relationship, role or feeling. A difference between two accounts is not evidence that all families changed in the same way.

BIRTH AND GROWING UP

Maya was born in Ballarat and grew up in Geelong; Leo was born and grew up in Bendigo. Use those written card facts when asking about personal/family stories. The places must not be guessed from the pictures.

Lesson 1: Family structures

LEARNING FOCUS

I can describe who is connected in two fictional families.

PREPARATION

Read the fictional C1 cards aloud beforehand. Have W01, pencils, named picture/word cards and a record option ready. No family photographs or personal disclosures are required.

8 MINUTES — RETRIEVE AND ASK

Show slides 2–3. Read the focus. Ask: Who helps Maya learn? Use C1-1. Share one idea and one question. Take a brief response from each learner without requiring personal disclosure.

12 MINUTES — TEACH AND MODEL

Use slides 4–6. Teach: structure = how people are connected; household = people who live in a home. Model with the named cards: Maya lives with Dad and grandmother Jo. Dad is Jo's son. Leo lives with Mum and his older brother. Aunt Sam lives nearby. Explain the reason: Maya's care map includes Dad and Jo. Leo's care map includes Mum, his brother and Aunt Sam. A wider caring connection need not mean living in the same home. Point to the exact source words and separate a stated fact from a guess.

25 MINUTES — PRACTISE AND RECORD

Use slides 7–8. Read C1-1 and C1-2. Build each map with named cards and string. Use a solid link for a home connection and a dotted link for care from nearby. Explain the key. Then: W01: draw or arrange the two maps. Name one accurate connection and one difference. Ask a question about the maps to investigate. Start together, then collect each learner's own response. Encourage description where needed without supplying the comparison or reason.

10 MINUTES — CHECK UNDERSTANDING

Show slide 9 first. What does Aunt Sam help with after school. Does the account say she lives with Leo? Invite reasons before revealing slide 10: No. C1-2 says she lives nearby. Our care map can show both facts. Ask learners to point to the supporting card and discuss a source limit.

5 MINUTES — REFLECT AND CLOSE

Use slides 11–12. What can you explain now? Point to a source. What do we still not know? Record the exit evidence and return the materials.

RESPONSE CHOICES AND CHALLENGE

Use pre-labelled people cards, two picture choices, pointing or an adult to record an explanation. Challenge: show an outside-home caring connection and explain it.

TEACHER EVIDENCE

Record an accurate relationship, a distinction between home and wider care, and one inquiry question.

Lesson 2: What is a role

LEARNING FOCUS

I can explain that different people can share a role.

PREPARATION

Read the fictional C1 cards aloud beforehand. Have W02, pencils, named picture/word cards and a record option ready. No family photographs or personal disclosures are required.

8 MINUTES — RETRIEVE AND ASK

Show slides 2–3. Read the focus. Ask: Think about our last fictional example. What did the card actually say? Share one idea and one question. Take a brief response from each learner without requiring personal disclosure.

12 MINUTES — TEACH AND MODEL

Use slides 4–6. Teach: role = a job or part someone has; responsibility = a task someone agrees to do. Model with the named cards: C1-6 says Dad and Jo both cook and help Maya learn. “Dad” is a person; “cooking” is a task. A person may have more than one role. Explain the reason: Cooking is care and work. Reading together is care and learning. These groups can overlap. A role is not fixed by gender. Point to the exact source words and separate a stated fact from a guess.

25 MINUTES — PRACTISE AND RECORD

Use slides 7–8. Read the task labels on W02. Sort cooking, mending clothes, reading together and learning a song into care, work or learning. Place a task in two groups when you can explain why. Then: Attach task labels to your family maps. Use W02 to show who shares a role. Ask “Who helped with this task in the past?” Start together, then collect each learner's own response. Read, describe where needed without supplying the comparison or reason.

10 MINUTES — CHECK AND SUSTAIN

Show slide 9 first. Can Dad and Jo both help Maya learn? Invite reasons before revealing slide 10: Yes, C1-1 and C1-6 name both. We use the account, not a guess about gender. Ask learners to point to the supporting card and discuss a source limit.

5 MINUTES — REFLECT AND CLOSE

Use slides 11–12. What can you explain now? Point to a source. What do we still not know? Record the exit evidence and return the materials.

RESPONSE CHOICES AND CHALLENGE

Read cards aloud; offer named picture choices and partner-supported sorting. Challenge: justify one overlapping category and one person with two roles.

TEACHER EVIDENCE

Keep a shared-role explanation and a question grounded in the fictional cards.

Lesson 3: Questions across time

LEARNING FOCUS

I can ask a question about what stayed the same or changed.

PREPARATION

Read the fictional C1 cards aloud beforehand. Have W03, pencils, named picture/word cards and a record option ready. No family photographs or personal disclosures are required.

8 MINUTES — RETRIEVE AND ASK

Show slides 2–3. Read the focus. Ask: Think about our last fictional example. What did the card actually say? Share one idea and one question. Take a brief response from each learner without requiring personal disclosure.

12 MINUTES — TEACH AND MODEL

Use slides 4–6. Teach: generation = a group in a family, such as children, parents and grandparents. Model with the named cards: Jo's childhood account C1-5 and Maya's present account C1-6 both mention meals. We can ask the same question of both accounts. Explain the reason: A useful question is "Who helped prepare meals?" A change question is "How did a distant relative help?" The cards may not answer every question. Point to the exact source words and separate stated fact from a guess.

25 MINUTES — PRACTISE AND RECORD

Use slides 7–8. With a partner, choose meals, reading or clothes. Rehearse one past question and one present question: use who, what or how. Interview the fictional source cards, not a pupil's family. Then W03: record two questions, the matching card IDs, and one thing the cards do not tell. Set answers under PAST and PRESENT. Start together, then collect each learner's own response: read/scribe where needed without supplying the comparison or reason.

10 MINUTES — CHECK UNDERSTANDING

Show slide 9 fiction. "Were all families exactly like Jo's?" answered by one account? Invite reasons before revealing slide 10: No. One fictional family cannot describe every family. Ask learners to point to the supporting card and discuss a source limit.

5 MINUTES — REFLECT AND CLOSE

Use slides 11–12. What can you explain now? Point to a source. What do we still not know? Record the exit evidence and return the materials.

RESPONSE CHOICES AND CHALLENGE

Give question starters and picture topics; allow speech, gestures, a communication device or scribing. Challenge: explain which question needs another source.

TEACHER EVIDENCE

Keep one answerable question, matching source ID and a recorded limit.

Lesson 4: Read a past account

LEARNING FOCUS

I can tell what an account says and what we are only guessing.

PREPARATION

Read the fictional C1 cards aloud beforehand. Have W04, pencils, named picture/word cards and a record option ready. No family photographs or personal disclosures are required.

8 MINUTES — RETRIEVE AND ASK

Show slides 2–3. Read the focus. Ask: Think about our last fictional example. What did the card actually say? Share one idea and one question. Take a brief response from each learner without requiring personal disclosure.

12 MINUTES — TEACH AND MODEL

Use slides 4–6. Teach: account = someone's description; evidence = information that helps answer a question. Model with the named cards: C1-5 is a made-up account of Jo's childhood. Several relatives cooked, mended clothes and helped with school reading. It is a teaching model, not a real historical record. Explain the reason: This account supports "Several relatives shared jobs." It does not name every person or date. An illustration is made for this story; it cannot prove feelings or birthplace. Point to the exact source words and separate a stated fact from a guess.

25 MINUTES — PRACTISE AND RECORD

Use slides 7–8. Read C1-5 aloud. Listen again for WHO and TASK. Point to each matching clue. Compare the illustration with the words without adding facts. Then: W04: collect two stated facts and one unanswered question. Mark a guess separately. Share why your source supports a fact. Share together, then collect each learner's own response. Read/scribe where needed without applying the comparison or reason.

10 MINUTES — CHECK AND SUSTAIN

Show slide 9 first. Can we say only women cooked in Jo's family? Invite reasons before revealing slide 10: No. C1-5 says several relatives shared tasks and does not give genders for the cooks. Invite learners to point to the supporting card and discuss a source limit.

5 MINUTES — REFLECT AND CLOSE

Use slides 11–12. What can you explain now? Point to a source. What do we still not know? Record the exit evidence and return the materials.

RESPONSE CHOICES AND CHALLENGE

Chunk the account into short phrases; pair it with a pointing choice and adult-scribed evidence. Challenge: correct a claim that the source cannot support.

TEACHER EVIDENCE

Record two accurate source facts, a card label, and one source limitation.

Lesson 5: Read a present account

LEARNING FOCUS

I can record the same kind of information for a present family.

PREPARATION

Read the fictional C1 cards aloud beforehand. Have W05, pencils, named picture/word cards and a record option ready. No family photographs or personal disclosures are required.

8 MINUTES — RETRIEVE AND ASK

Show slides 2–3. Read the focus. Ask: Think about our last fictional example. What did the card actually say? Share one idea and one question. Take a brief response from each learner without requiring personal disclosure.

12 MINUTES — TEACH AND MODEL

Use slides 4–6. Teach: present = now; compare = look for things that are the same or different. Model with the named cards: C1-6 says Dad and Jo look and sound like Maya's learning. A distant relative helps by video call. C1-1 tells us who lives in Maya's home. Explain the reason: Use the same WHO / TASK / HOW headings as for Maya's childhood. Meals and learning are named in both accounts. Do not change the question halfway through. Point to the exact source words and repeat a later fact from a guess.

25 MINUTES — PRACTISE AND RECORD

Use slides 7–8. Read C1-1 and C1-6. In pairs, local who lives at home, who helps, what jobs are shared and how the distant relative helps. Keep source labels. Then: W05: complete the present grid. Place it beside W04. Tell your partner one fact we can compare and one detail we do not know. Start together, then collect each learner's own response. Read/scribe where needed, then supply the comparison or reason.

10 MINUTES — CHECK AND EXPLAIN

Show slide 9 first: Does a visit still prove that no one visits Maya? Invite reasons before revealing slide 10. C1 names one way of helping; it does not describe every visit. Ask learners to point to the supporting card and discuss a source limit.

5 MINUTES — REFLECT AND CLOSE

Use slides 11–12. What can you explain now? Point to a source. What do we still not know? Record the exit evidence and return the materials.

RESPONSE CHOICES AND CHALLENGE

Offer a matching set of named people/task pictures and read the account again.

Challenge: identify a detail missing from both accounts.

TEACHER EVIDENCE

Keep a parallel record with comparable headings, source labels and an accurate limit.

Lesson 6: Same and different

LEARNING FOCUS

I can show one thing that stayed the same and one thing that changed.

PREPARATION

Read the fictional C1 cards aloud beforehand. Have W06, pencils, named picture/word cards and a record option ready. No family photographs or personal disclosures are required.

8 MINUTES — RETRIEVE AND ASK

Show slides 2–3. Read the focus. Ask: Think about our last fictional example. What did the card actually say? Share one idea and one question. Take a brief response from each learner without requiring personal disclosure.

12 MINUTES — TEACH AND MODEL

Use slides 4–6. Teach: continuity = something that stays the same over time; change = something that becomes different. Model with the named cards: Jo's childhood family and Maya's household both prepare meals and help children learn. This is continuity. Maya's account uses a video call; Jo's account does not mention one. Explain the reason: Say "Only Maya's account mentions a video call." Do not say "No families in the past had calls." These two cases tell us about these families, pointing to the exact source words and separate a stated fact from a guess.

25 MINUTES — PRACTISE AND RECORD

Use slides 7–8. Read C1-5 and C1-6. Sort materials: preparation, support for reading and a video call into BOTH ACCOUNTS or ONLY NAMED NO. Explain each placement. Then: W06: draw or write one continuity and one change between the supplied accounts. Point to the evidence for each. Say why and why it is not named. Start together, then collect each learner's own response. Record descriptions where needed without supplying the comparison or reason.

10 MINUTES — THINK AND EXPLAIN

Show slide 9 first: Is supporting learning a continuity in these accounts? Invite reasons before revealing slide 10: Yes. C1-5 mentions school reading; C1-6 mentions help with learning. Ask learners to point to the supporting card and discuss a source limit.

5 MINUTES — REFLECT AND CLOSE

Use slides 11–12. What can you explain now? Point to a source. What do we still not know? Record the exit evidence and return the materials.

RESPONSE CHOICES AND CHALLENGE

Use two-colour case cards and oral sentence frames, with the same evidence demand. Challenge: compare tools while naming an uncertainty.

TEACHER EVIDENCE

Collect one supported continuity, one supported difference and a careful boundary.

Lesson 7: Different perspectives

LEARNING FOCUS

I can explain why the same shared task matters to two people.

PREPARATION

Read the fictional C1 cards aloud beforehand. Have W07, pencils, named picture/word cards and a record option ready. No family photographs or personal disclosures are required.

8 MINUTES — RETRIEVE AND ASK

Show slides 2–3. Read the focus. Ask: Think about our last fictional example. What did the card actually say? Share one idea and one question. Take a brief response from each learner without requiring personal disclosure.

12 MINUTES — TEACH AND MODEL

Use slides 4–6. Teach: perspective = a person's way of seeing something; respectful = caring about others' views. Model with the named cards: C1-4 gives two make-up views. Dad: "Sharing jobs gives us time to read." Maya: "I like learning when we cook together." Both talk about shared jobs. Explain the reason: Dad notices time together. Maya notices learning together. Neither view tells us what everyone feels. Listen and use the words in the card. Point to the exact source words and separate stated fact from a guess.

25 MINUTES — PRACTISE AND RECORD

Use slides 7–8. Read each speech bubble. Partner A explains Dad's view; partner B explains Maya's. Swap roles. Ask a kind question without asking classmates about private family matters. Then: W07: match each person to their stated reason. Explain what the views share and how their focus differs. Use C1-7 as your evidence. Start together, then collect each learner's own opinion. Read/scribe where needed without supplying the comparison or reason.

10 MINUTES — CHECK UNDERSTANDING

Show slide 9 first. Does a smiling picture prove everyone enjoys every job? Invite reasons before revealing slide 10: No. We use the supplied words and say when we do not know. Ask learners to point to the supporting card and discuss a source limit.

5 MINUTES — REFLECT AND CLOSE

Use slides 11–12. What can you explain now? Point to a source. What do we still not know? Record the exit evidence and return the materials.

RESPONSE CHOICES AND CHALLENGE

Provide two spoken/picture choices, a communication board/device or adult-recorded responses. Challenge: ask a question that could reveal a missing viewpoint.

TEACHER EVIDENCE

Record two accurate viewpoints and a respectful question or identified missing view.

Lesson 8: Build a family-role explanation

LEARNING FOCUS

I can use an account to explain a comparison.

PREPARATION

Read the fictional C1 cards aloud beforehand. Have W08, pencils, named picture/word cards and a record option ready. No family photographs or personal disclosures are required.

8 MINUTES — RETRIEVE AND ASK

Show slides 2–3. Read the focus. Ask: Think about our last fictional example. What did the card actually say? Share one idea and one question. Take a brief response from each learner without requiring personal disclosure.

12 MINUTES — TEACH AND MODEL

Use slides 4–6. Teach: explanation = an idea with a reason; because = a word that links the reason. Model with the named cards: Model: “Both families support learning because C1-5 mentions reading and C1-6 mentions help with learning.” A user explanation names evidence, not a stereotype. Explain the reason: Add a change: “Only Maya’s account mentions a video call.” Name the two sources and say: “These are fictional examples, not every family. Point to the exact source words and separate stated fact from a guess.

25 MINUTES — PRACTISE AND RECORD

Use slides 7–8. Choose C1-5 and C1-6. Find one same feature and one different feature. Arrange your earlier records. Rehearse the idea, evidence and explanation with a partner. Then: W08: make an illustrated comparison with source labels. Use “Both...” and “A difference...” Explain one point with “because”. Prepare existing evidence for assessment. Start together, then collect each learner’s own response. Read/scribe where needed without supplying the comparison reason.

10 MINUTES — CHECK AND SUSTAIN

Show slide 9 first. Which is stronger: “They are the same” or a claim with a named fact? Invite reasons before revealing slide 10: The named fact helps us check the comparison. A different correct source-based explanation is welcome. Ask learners to point to the supporting cards and discuss a source limit.

5 MINUTES — REFLECT AND CLOSE

Use slides 11–12. What can you explain now? Point to a source. What do we still not know? Record the exit evidence and return the materials.

RESPONSE CHOICES AND CHALLENGE

Use oral rehearsal, adult scribing or labelled picture selection. Challenge: add a clear source limitation rather than more handwriting.

TEACHER EVIDENCE

Keep a draft containing continuity, change, labels and a linked reason.

Lesson 9: Present the comparison

LEARNING FOCUS

I can explain a comparison and answer an evidence question.

PREPARATION

Read the fictional C1 cards aloud beforehand. Have W09, pencils, named picture/word cards and a record option ready. No family photographs or personal disclosures are required.

8 MINUTES — RETRIEVE AND ASK

Show slides 2–3. Read the focus. Ask: Think about our last fictional example. What did the card actually say? Share one idea and one question. Take a brief response from each learner without requiring personal disclosure.

12 MINUTES — TEACH AND MODEL

Use slides 4–6. Teach: source = where information comes from; comparison = an idea supported by evidence. Model with the named cards: Short model: “Both accounts describe shared care. C1-5 names reading; C1-6 names learning. Only Maya’s account mentions a video call.” Show the source each time. Explain the reason. A partner asks “Which card supports that?” Point to the words. If it does not tell us, say “The account does not say.” Point to the exact source words and separate a stated fact from a guess.

25 MINUTES — PRACTISE AND RECORD

Use slides 7–8. Use the prepared comparison, W09 and assessment pages. Explain to a partner, small group or adult. A drawing, scribing, gesture, pictures or short recording can show the same learning. Then: Answer one source question. For transfer, compare Maya with Asha or Harper using the supplied cards. Show a similar caring role and a different connection. No personal disclosures. Start together, then collect each learner’s own response. Read/scribe where needed without supplying the comparison or reason.

10 MINUTES — CHECK UNDERSTANDING

Show slide 9 first. Does confident speaking count more than accurate evidence? Invite reasons before revealing slide 10: No. Accurate comparison and source use matter. Different ways of communicating are valid. Ask learners to point to the supporting card and discuss a source limit.

5 MINUTES — REFLECT AND CLOSE

Use slides 11–12. What can you explain now? Point to a source. What do we still not know? Record the exit evidence and return the materials.

RESPONSE CHOICES AND CHALLENGE

Allow a familiar adult, quiet space, scribing, gesture/picture/device responses. Challenge: explain one limit and an unfamiliar comparison.

TEACHER EVIDENCE

Use the rubric plus individual source conference; complete comparison, source explanation and transfer evidence.

Lesson 10: Reflect and propose

LEARNING FOCUS

I can use my conclusion to suggest a fair way to share a job.

PREPARATION

Read the fictional C1 cards aloud beforehand. Have W10, pencils, named picture/word cards and a record option ready. No family photographs or personal disclosures are required.

8 MINUTES — RETRIEVE AND ASK

Show slides 2–3. Read the focus. Ask: Think about our last fictional example. What did the card actually say? Share one idea and one question. Take a brief response from each learner without requiring personal disclosure.

12 MINUTES — TEACH AND MODEL

Use slides 4–6. Teach: proposal = a suggestion; fair = considerate of people's needs and choices. Model with the named cards: We found that roles can be shared. Possible proposal is "Dad and Jo could plan meals together because C1-6 says they both cook." This is a suggestion, not a new source fact. Explain the reason. Ask what people can safely do and choose. Maya might choose a small safe helping task with adult guidance. Nobody must do a job because of gender. Point to the exact source words and separate a stated fact from a guess.

25 MINUTES — PRACTISE AND RECORD

Use slides 7–8. Use W10 to choose a familiar fictional household and an already-discussed task. State a respectful shared-role proposal, its evidence and whose view to ask next. Then: Review your earlier question. For what you learned, what stayed uncertain and what information could help. In compact mode, give a brief proposal alongside Lesson 9 assessment. Start together, then collect each learner's own response. Read/scribe where needed without supplying a comparison or reason.

10 MINUTES — CHECK AND EXPLAIN

Show slide 9 first: Is a fair proposal the same as a fact about what the family already does? Invite reasons. Reveal slide 10: No. Name the fact, then label what you suggest they could do. Ask learners to point to the supporting card and discuss a source limit.

5 MINUTES — REFLECT AND CLOSE

Use slides 11–12. Name a source fact and your suggestion. Explain how the suggestion is fair. What would you ask next? Record the exit evidence and return the materials.

RESPONSE CHOICES AND CHALLENGE

Offer two sensible proposal choices and ask for the reason using speech, pictures, gestures or a device. Challenge: consider an alternative and whose view is missing.

TEACHER EVIDENCE

Record a supported conclusion, safe proposal, reason and reflection; finish essential assessment by compact session 8.

Eight-session teaching route

Use this route when the timetable offers eight sessions. Preserve source reading, individual explanations, the new-case comparison and the fair proposal. Avoid showing two full lesson files end to end in a combined session.

EACH 60-MINUTE SESSION

5 minutes retrieval/question; 10 minutes focused teaching/model; 30 minutes practical/source task; 10 minutes individual explanation; 5 minutes transition/exit. Revisit vocabulary while modelling.

1 — FAMILY STRUCTURES AND ROLES (LESSONS 1 + 2)

Open with Lesson 1 slides 2–3. Model with Lesson 1 slides 4–6 and Lesson 2 slides 4–6. Use the care maps and a concise role sort from slides 7–8 of both files. Complete W01 and selected W02 responses with drawing, card placement or speech. Check with Lesson 1 slides 9–10 and close once.

2 — QUESTIONS ACROSS TIME (LESSON 3)

Read C1–5–6. Use slides 4–8 to model and record comparable questions on W03. Collect one source answer and a limit; use slides 9–11 for explanation.

3 — PAST ACCOUNT (LESSON 4)

Read C1–5. Use slides 4–8 and W04 to separate stated fact from guesses. Use slides 9–11 to explain the gender/date limits.

4 — PRESENT ACCOUNT (LESSON 5)

Read C1–1 and C1–6. Use slides 4–8 and W05 to record who/task/how. Use slides 9–11 for evidence and unknowns.

5 — CONTINUITY AND DIFFERENCE (LESSON 6)

Use C1–5–6, slides 4–8 and W06. Include a short G1 round for retrieval, then collect the learner's own comparison and source using slides 9–11.

6 — PERSPECTIVES (LESSON 7)

Read both comments on C1–7. Use slides 4–8 and W07 to compare Dad's and Maya's reasons, then explain an overlap and ask a respectful question.

7 — BUILD AN EXPLANATION (LESSON 8)

Use D2, C1–5–6, slides 4–8 and W08. Prepare the source-labelled comparison. Begin A1 page 1, keeping the evidence independently attributable.

8 — SHARE, TRANSFER AND PROPOSE (LESSONS 9 + 10)

Use Lesson 9 slides 7–8 for a concise partner/adult explanation and W09. Use Lesson 10 slides 4–8, W10 and A1 page 2 to compare Maya with Asha or Harper and justify a fair suggestion. Hold brief individual conferences; use R1 and the earlier records. Use Lesson 10 slides 9–11 and close once. All essential assessment is completed by this session, even without a public display.

Assessment and game guidance

ASSESSMENT CONFERENCE

Use A1 with the cards visible. Ask: Who is connected in these two families? What roles are named? What stays the same in C1-5-6, and what differs? Which words support that? How do Dad's and Maya's comments differ? Compare Maya with Asha or Harper. What fair suggestion follows from a stated fact? What would you ask next?

A possible sound explanation: Both accounts describe support for meals and learning. Only Maya's present account mentions a video call. C1-5-6 support that comparison; they do not tell us every task. Dad values time for reading and Maya values learning while cooking (C1-7). Asha has two homes; Maya's card names one home with Dad and Jo. Both have caring connections. A proposed shared meal plan is a suggestion, not another source fact; ask the people what works for them.

Use R1's understanding, evidence, explanation and reflection dimensions. Give developing, sound or transfer judgements for each dimension and record concrete words/actions, source and support used. A learner may point, talk/draw, use pictures/device or ask for scribing. Do not lower the judgement because of that response choice. Accept other accurate source-based explanations and reasonable suggestions.

QUIZ USE

The ten questions mix retrieval and application. Read aloud, pause for an individual response, then reveal the paired answer. Record reasons for the two application questions. Use incorrect responses to choose what to reteach. A correct choice alone does not establish the full assessment.

G1 COOPERATIVE CHALLENGE SET

1: C1-1 says Dad and grandmother help Maya learn.

2: A suitable paired question: "Who helps prepare meals?" for both accounts.

3: C1-5 and C1-6 support shared meals and learning.

4: No fixed gender role is stated. Dad and Jo share cooking; do not assume only women cook.

5: C1-2 says Aunt Sam lives nearby and sometimes helps after school.

6: C1-8 does not establish who read the book or how they felt.

7: C1-7: Dad mentions time to read; Maya mentions learning while cooking.

8: Only the present account names a video call. This comparison does not establish what every past family did.

Read each challenge and relevant card aloud. Partners give an answer plus source or reason, then move one stop. A mistaken/unsupported idea gets a hint and a retry; no elimination, speed race or loss of access. Finish at stop 6 and share one new explanation. Rotate speaker/reader roles or use pointing and an adult reader.



Families and Roles



Key ideas



Structure

how people are connected.



Role

a job or part someone has.



Responsibility

a task someone agrees to do.



Generation

family group, such as children, parents or grandparents.



Continuity

something that stays the same over time.



Change

something that becomes different over time.



People can share roles. Families can be different.



How We Explain Our Evidence

1 Ask

Does a caring task have to belong to one gender?



2 Notice evidence

Fictional case:

Dad and Jo both cook and help Maya learn.



3 Explain

No. Different people can share caring, learning and working roles.



Point to a fact. Tell how it supports your idea.



Case and Source Cards

Fictional people — Page 1

♥ Different
People
Brighter
Together
♥

C1-1

Maya

I was born in Ballarat and grew up in Geelong. I live with Dad and grandmother Jo. Dad is Jo's son. Dad and Jo help me learn.



C1-2

Leo

I was born and grew up in Bendigo. I live with Mum and my older brother. Aunt Sam lives nearby and sometimes helps after school.



C1-3

Asma

I have two homes. At one I live with Mum; at the other I live with Dad. My cousin helps me practise songs when we visit.



C1-4

Harper

My foster carers help with meals and school. I like drawing with my friend Ren. People can care for us in different ways.



Cut along the dotted lines to make four cards.



Case and Source Cards

Fictional evidence — Page 2

Different
People
Brighter
Together
♡

C1-5

Jo's childhood

Fictional past account:
Several relatives shared cooking,
mending clothes and helping
with school reading.



C1-6

Maya today

Fictional present account:
Dad and Jo share cooking and
help Maya learn. A distant relative
helps on a video call.



C1-7

Two views

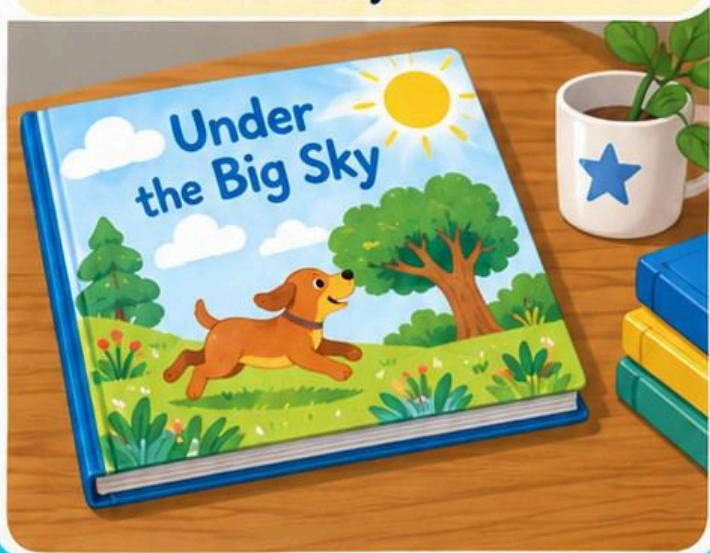
Fictional comments



C1-8

A storybook clue

A book shows words and pictures.
The book alone does not tell us who
read it or how they felt.



Cut along the dotted lines to make four cards.



Evidence Trail

A cooperative game for 2-4 players

Look
Think
Explain
Together!

1 Put a counter on **NOTICE**.



2 Choose a challenge card. Use the case cards.



3 Speak, point, draw or use a board or device.



4 Ask one respectful question.



5 Check the response with an adult. Move on or stop.



6 Reach **REFLECT**. Each player shares a source fact.



No race. Take time to explain. Pass a private question.

Example — Card 1



Maya lives with Dad and Jo. C1-1 tells us this.

Question:
Which card supports your answer?



The adult checks reasons, not speed.



Evidence Trail

Use the challenge cards and case cards



1 NOTICE



What could be happening?

Be curious
Be kind
Find evidence
Learn together

2 ASK



3 COMPARE



4 EXPLAIN



5 APPLY



6 REFLECT



What did we learn?

After a supported response, move one step.
Everyone helps everyone learn.





Evidence Trail – Challenge Cards

Small
clues make
big ideas!



1 NOTICE

Who lives with Maya?
Use C1-1.



2 ASK

Ask a meals question
for C1-5 and C1-6.



3 COMPARE

Name one shared
caring task.
Use C1-5 and C1-6.



4 EXPLAIN

Can a meal belong to
one gender only?
Use C1-6.



5 APPLY

How can Leo have care
from outside his home?
Use C1-2.



6 REFLECT

What does the book
not tell us?
Use C1-8.



7 COMPARE

Tell how Dad's and
Maya's views differ.
Use C1-7.



8 EXPLAIN

Name one change
mentioned in the two
accounts.
Use C1-5 and C1-6.



Use the words in the cards. An adult checks your reason.



Name: _____

Family structures

Learning Record 1

Use C1-1 and C1-2.

1. Notice: Who lives in each home?



Maya



Leo



Draw or print people. Add connections. Show nearby care with a dotted line.

2. Explain one difference.

3. Ask a question about a helping role.

You may point, talk or ask an adult to record your idea.

Name: **ANSWERS**

Family structures

Learning Record 1

Use C1-1 and C1-2.

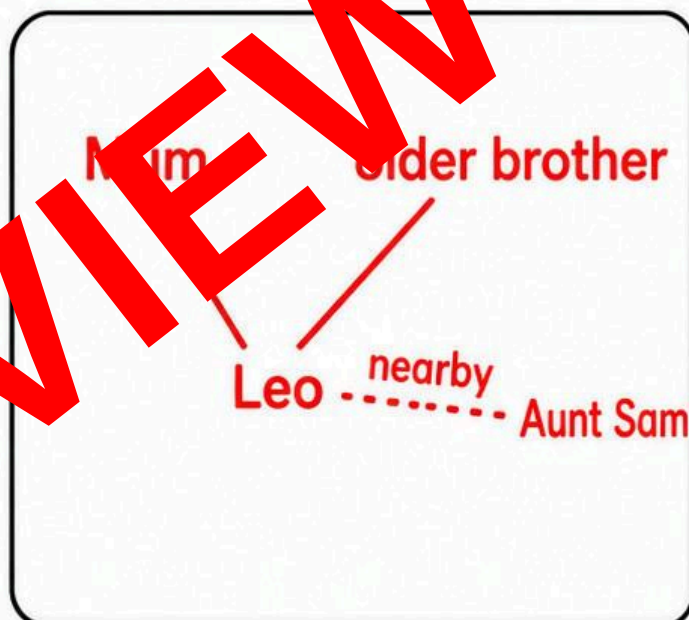
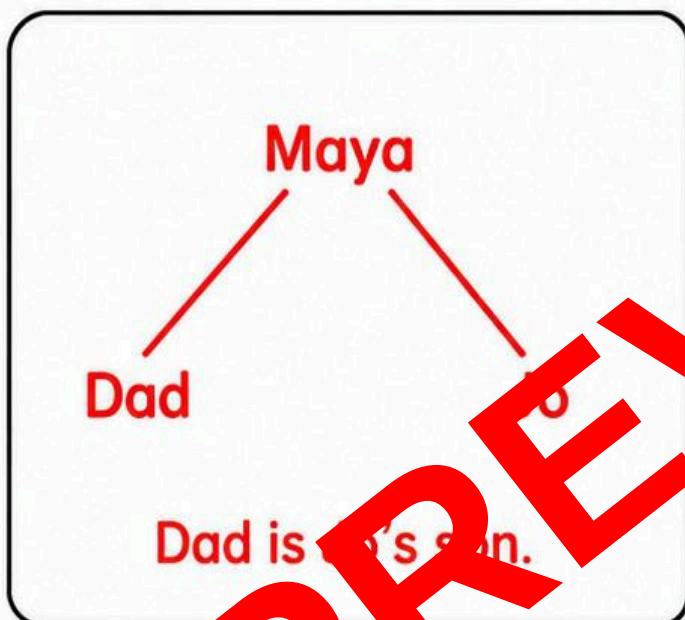
1. Notice: Who lives in each home?



Maya



Leo



Draw or print people. Add connections. Show nearby care with a dotted line.

2. Explain one difference.

Sample: Maya lives with Dad and Jo. Leo lives with Mum and his brother.

3. Ask a question about a helping role.

Sample: Who helps with reading?

You may point, talk or ask an adult to record your idea.

Name: _____

What is a role

Learning Record 2

Use C1-5 and C1-6.



1. **Notice:** A person can have more than one role.

CARE	WORK	LEARNING

Task bank: cooking • mending clothes • reading together • learning a song

2. **Sort** the tasks. A task may fit more than one group.

3. **Explain.** Who shares a role in Maya's home?

Talk, point or draw your reason.

Name: ANSWERS

What is a role

Learning Record 2

Use C1-5 and C1-6.



1. **Notice:** A person can have more than one role.

CARE	WORK	LEARNING
cooking; reading together	cooking; mending clothes	reading together; learning a song

Task bank: cooking • mending clothes • reading together • learning a song

2. **Sort** the tasks. A task may fit more than one group.

3. **Explain.** Who shares a role in Maya's home?

Dad and Mom both cook and help Maya learn.

More than one person can share a role.

Talk, point or draw your reason.

Sample groups — justified overlaps are welcome.

Name: _____

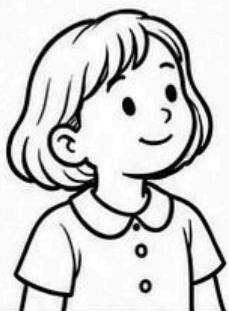
Questions across time

Learning Record 3



Use C1-5 and C1-6.

1. Choose a topic: meals / reading / clothes.



PAST — My question for Jo's childhood



PRESENT — My question for May today

2. Ask the same kind of question in both accounts.

3. Record one answer and its card ID.

What do the cards not tell us?



Use who, what or how. Rehearse aloud if helpful.

Name: **ANSWERS**

Questions across time

Learning Record 3



Use C1-5 and C1-6.

1. Choose a topic: meals / reading / clothes.



PAST — My question for Jo's childhood

Sample: Who helped prepare meals?



PRESENT — My question for Mary today

Sample: Who helps prepare meals now?

2. Ask the same kind of question in both accounts.

3. Record one answer and its card ID.

C1-5: Several relatives shared cooking.

What do the cards not tell us?

Sample: The account does not name every relative.



Use who, what or how. Rehearse aloud if helpful.

Name: _____

Read a past account

Learning Record 4

Use C1-5 — Jo's childhood.



Fictional account: Several relatives shared cooking, mending clothes and helping with school reading.

1. Record two facts the account says.

Fact 1

Fact 2

2. What does the account not tell us?

3. Fact or guess? 'Only women cooked.' Explain.



An illustration does not tell us every role or feeling.

Name: **ANSWERS**

Read a past account

Learning Record 4

Use C1-5 — Jo's childhood.



Fictional account: Several relatives shared cooking, mending clothes and helping with school reading.

1. Record two facts the account says.

Fact 1

Several relatives shared cooking.

Fact 2

Relatives helped with school reading.

2. What does the account not tell us?

It does not name every relative or a date.

3. Fact or guess? 'Only women cooked.' Explain.

Guess. The account does not give the cooks' genders.



An illustration does not tell us every role or feeling.

Name: _____

Read a present account

Learning Record 5

Use C1-1 and C1-6 — Maya today.



Fictional account: Dad and Jo share cooking and help Maya learn. A distant relative helps on a video call.

WHO?	TASK?	HOW?

1. Record facts you can confirm with Jo's childhood.

2. What do we still not know?

Name the card. Do not add a guess as a fact.

Name: ANSWERS

Read a present account

Learning Record 5

Use C1-1 and C1-6 — Maya today.



Fictional account: Dad and Jo share cooking and help Maya learn. A distant relative helps on a video call.

WHO?	TASK?	HOW?
Dad and Jo	cooking	shared
Dad and Jo	learning	together
distant relative	helping	video call

1. Record facts you can confirm with Jo's childhood.

Both accounts describe cooking and help with learning.

2. What do we still not know?

Sample: We do not know every job each person does.

Name the card. Do not add a guess as a fact.

C1-6

Name: _____

Same and different

Learning Record 6

Compare C1-5 and C1-6.

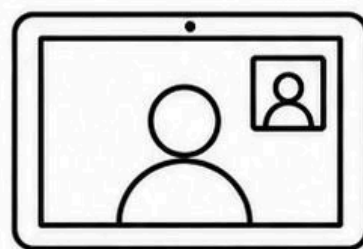
1. What stays the same?

CONTINUITY



2. What is different in the accounts?

CHANGE



3. Point to the source for each idea.

Past card: _____ Present card: _____

These are two fictional examples, not every family.

Name: ANSWERS

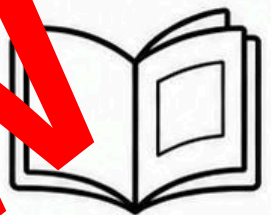
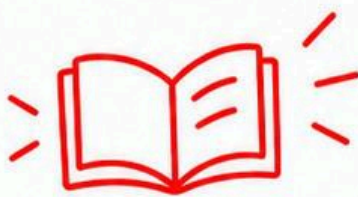
Same and different

Learning Record 6

Compare C1-5 and C1-6.

1. What stays the same?

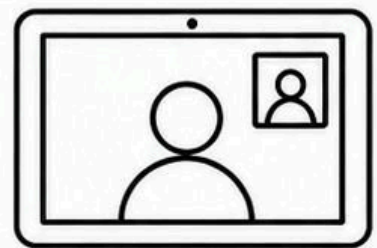
CONTINUITY



Both accounts describe meals and support for learning.

2. What is different in the accounts?

CHANGE



Only Maya's account mentions a video call.

3. Point to the source for each idea.

Past card: C1-5 Present card: C1-6

These are two fictional examples, not every family.

Name: _____

Different perspectives

Learning Record 7

Use C1-7 — Two views.



Dad:
Sharing jobs gives
us time to read.



Maya:
I like learning
when we cook
together.

1. Why does sharing jobs matter to Dad?

2. Why does it matter to Maya?

3. What do their views share?

4. Ask one respectful question.



Use the words in the card. Do not guess feelings from a picture.

Name: **ANSWERS**

Different perspectives

Learning Record 7

Use C1-7 — Two views.



Dad:
Sharing jobs gives
us time to read.

Maya:
I like learning
when we cook
together.



1. Why does sharing jobs matter to Dad?

It gives time to read.

2. Why does it matter to Maya?

She learns when cooking together.

3. What do their views share?

Both value doing things together.

4. Ask one respectful question.

Sample: What do you like about sharing a job?



Use the words in the card. Do not guess feelings from a picture.



Name: _____

Build a family-role explanation

Learning Record 8

Use C1-5 and C1-6.

1. Plan your comparison.

Draw or arrange your evidence



2. Explain with a reason.

Both accounts...

A difference is...

I know because...

3. Label your sources.



Draw, talk, point or ask an adult to record your explanation.

Name: **ANSWERS**

Build a family-role explanation

Learning Record 8

Use C1-5 and C1-6.

1. Plan your comparison.

Draw or arrange your evidence



2. Explain with a reason.

Both accounts...

describe support for learning

A difference is...

that only my account names a video call.

I know because...

C1-5 mentions reading and C1-6 mentions learning.

3. Label your sources.

C1-5 and C1-6 — fictional accounts



Draw, talk, point or ask an adult to record your explanation.

Name: _____

Present the comparison

Learning Record 9

Use your prepared comparison and source cards.



1. Tell a same feature.

2. Tell a difference.



3. Name the source for each item.



4. Answer a partner's question.



5. Reflect: What does the source not tell us?



Share with a partner, group or adult. A drawing, pictures, device or scribed words can show your learning.

Name: **ANSWERS**

Present the comparison

Learning Record 9

Use your prepared comparison and source cards.



1. Tell a same feature.

Sample: Both families support learning.

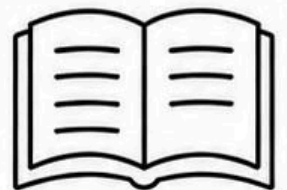
2. Tell a difference.

Only Maya's account mentions a video call.



3. Name the source for each item.

C1-5 and C1-6.



4. Answer a partner's question.

Sample: C1-5 says relatives helped with school reading.



5. Reflect: What does the source not tell us?

The account does not name every task.



Share with a partner, group or adult. A drawing, pictures, device or scribed words can show your learning.

Name: _____

Reflect and propose

Learning Record 10

Use a fictional family and an already-discussed task.



1. My source fact

2. My fair suggestion

3. My reason

4. Whose view would I ask next?



5. What did I learn?

A suggestion is not a new source fact.
People's needs and choices matter.

Name: **ANSWERS**

Reflect and propose

Learning Record 10



Use a fictional family and an already-discussed task.

1. My source fact

C1-6 says Dad and Jo both cook.

2. My fair suggestion

Sample: They could plan meals together.

3. My reason

They already have the cooking role.

4. Whose view would I ask next?

I would ask Dad and Jo what works for them.



5. What did I learn?

People can share roles. Facts and suggestions differ.

A suggestion is not a new source fact.
People's needs and choices matter.

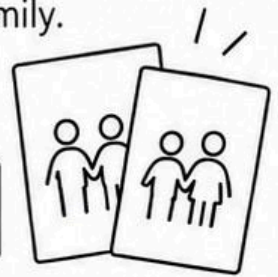
Name: _____

Families and Roles – Assessment

Page 1 – Plan a comparison

Use the fictional cards. You do not need to share your own family.

1. Use C1-5 and C1-6. Name the accounts.



2. Show how the people are connected or share roles.

Account A

Account B

3. Name one continuity and one change.

Same over time

Different over time

4. Mark one source fact for each idea.



You may speak, draw, point, use a board/device or ask an adult to record your explanation.

Name: _____

Families and Roles — Assessment

Page 2 — Explain and transfer

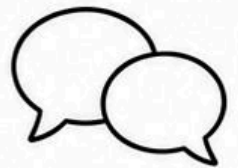
1. Explain a comparison using *because*.

because ...

2. Name your source. What does it not tell us?



3. New comparison: Use Maya with Asha or Harper.
Name one caring similarity and one different connection.



4. Suggest a fair way people could share a task. Give a reason.



Adult conference record:

Question asked: _____

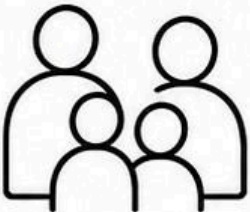
Evidence observed: _____

Judge the learning, not handwriting, confidence or personal disclosure.

Name: _____

Rubric — Families and Roles

Use comparison, source records and a short conference.

Understanding 	Developing: connections or roles are unclear.	Sound: accurate connections and shared roles.	Transfer: accurate comparison in a new case.
Evidence 	Developing: claim lacks a matching fact.	Sound: names a relevant source fact.	Transfer: uses facts and names a limit.
Explanation 	Developing: one/ change not explained.	Sound: explains continuity and change.	Transfer: justifies an unfamiliar comparison.
Reflection 	Developing: proposal lacks a linked reason.	Sound: fair proposal with a source-linked reason.	Transfer: considers another view or alternative.

Support or a different communication mode does not lower achievement. Do not score neatness, speed or confidence.

Teacher observation: _____

Lesson 1

Family structures



Our learning

I can describe who is connected in two fictional families.

I will use the fictional cards to explain my idea.

PREVIEW

Notice and wonder

Who helps Maya learn? Use C1-1.

Share one idea and one question.

PREVIEW

Words to use

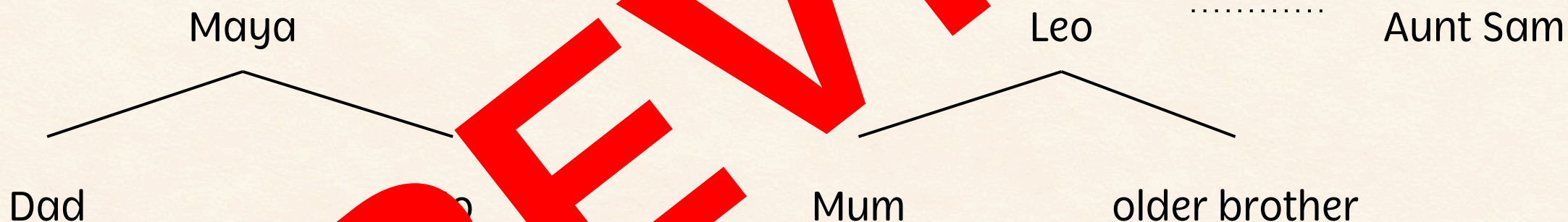
structure = how people are connected

household = people who live in a home

PREVIEW

Look at the evidence

Maya and Leo have different home and wider care connections. Use C1-1 and C1-2.



Solid: home connection

Dotted: nearby care

Try the explanation

Maya's care map includes Dad and Jo. Leo's care map includes Mum, his brother and Aunt Sam. A wider caring connection need not mean living in the same home.

PREVIEW

Work together

Read C1-1 and C1-2. Build each map with name cards and string.
Use a solid link for a home connection and a dotted link for care
from nearby. Explain the key.

PREVIEW

Show your learning

W01: draw or arrange the two maps. Name one accurate connection and one difference. Ask a question about a role to investigate.

PREVIEW

Check our idea

Aunt Sam helps after school. Does the account say she lives with Leo?

PREVIEW

Discuss the evidence

No. C1-2 says she lives nearby. Our care map can show both facts.

PREVIEW

Reflect

What can you explain now?

Point to a source.

What do we still not know?

PREVIEW

Well Done!

Lesson 2

What is a role



Our learning

I can explain that different people can share a table.

I will use the fictional cards to explain my idea.

PREVIEW

Notice and wonder

Think about our last fictional example. What did the card actually say?

Share one idea and one question.

PREVIEW

Words to use

role = a job or part someone has

responsibility = a task someone agrees to do

PREVIEW

Look at the evidence

C1-6 says Dad and Jo both cook and help Mum learn. “Dad” is a person; “cooking” is a task. A person may have more than one role.

PREVIEW

Try the explanation

Cooking is care and work. Reading together is care and learning.
These groups can overlap. A role is not fixed by gender.

PREVIEW

Work together

Read the task labels on W02. Sort cooking, ironing clothes, reading together and learning a song into care work or learning. Place a task in two groups when you can explain why.

PREVIEW

Show your learning

Attach task labels to your family maps. Use *Who* to show who shares a role. Ask “Who helped with this task in the past?”

PREVIEW

Check our idea

Can Dad and Jo both help Maya learn?

PREVIEW

Discuss the evidence

Yes. C1-1 and C1-6 name both. We use the count, not a guess about gender.

PREVIEW

Reflect

What can you explain now?

Point to a source.

What do we still not know?

PREVIEW

Well Done!

Lesson 3

Questions across time



Our learning

I can ask a question about what stayed the same or changed.

I will use the fictional cards to explain my idea.

PREVIEW

Notice and wonder

Think about our last fictional example. What did the card actually say?

Share one idea and one question.

PREVIEW

Words to use

generation = a group in a family, such as children, parents and grandparents

PREVIEW

Look at the evidence

Jo's childhood account C1-5 and Maya's present account C1-6 both mention meals. We can ask the same question on both accounts.

PREVIEW

Try the explanation

A useful question is “Who helped prepare meals?” A change question is “How did a distant relative help?” The cards may not answer every question.

PREVIEW

Work together

With a partner, choose meals, reading or club cards. Rehearse one past question and one present question. Use who, what or how. Interview the fictional source cards, not a person's family.

PREVIEW

Show your learning

W03: record two questions, the matching card types, and one thing the cards do not tell us. Sort answers into PAST and PRESENT.

PREVIEW

Check our idea

Is “Were all families exactly like Jo’s?” answered by one account?

PREVIEW

Discuss the evidence

No. One fictional family cannot describe every family

PREVIEW

Reflect

What can you explain now?

Point to a source.

What do we still not know?

PREVIEW

Well Done!

Lesson 4

Read a past account



Our learning

I can tell what an account says and what we are only guessing.

I will use the fictional cards to explain my idea.

PREVIEW

Notice and wonder

Think about our last fictional example. What did the card actually say?

Share one idea and one question.

PREVIEW

Words to use

account = someone's description

evidence = information that helps answer a question

PREVIEW

Look at the evidence

C1-5 is a made-up account of Jo's childhood. Several relatives cooked, mended clothes and helped with school reading. It is a teaching model, not a real historical record.

PREVIEW

Try the explanation

The account supports “Several relatives shared jobs.” It does not name every person or date. An illustration is made for this story; it cannot prove feelings or birthplace.

PREVIEW

Work together

Read C1-5 aloud. Listen again for WHO and WHAT. Point to each matching clue. Compare the illustration with the words without adding facts.

PREVIEW

Show your learning

W04: collect two stated facts and one unanswered question. Mark a guess separately. Share why your source supports a fact.

PREVIEW

Check our idea

Can we say only women cooked in Jo's family?

PREVIEW

Discuss the evidence

No. C1-5 says several relatives shared tasks. It does not give genders for the cooks.

PREVIEW

Reflect

What can you explain now?

Point to a source.

What do we still not know?

PREVIEW

Well Done!

Lesson 5

Read a present account



Our learning

I can record the same kind of information for a present family.

I will use the fictional cards to explain my idea.

PREVIEW

Notice and wonder

Think about our last fictional example. What did the card actually say?

Share one idea and one question.

PREVIEW

Words to use

present = now

compare = look for things that are the same or different

PREVIEW

Look at the evidence

C1-6 says Dad and Jo cook and support Maya's learning. A distant relative helps by video call. C1-1 tells us who lives in Maya's home.

PREVIEW

Try the explanation

Use the same WHO / TASK / HOW headings as for Jo's childhood.

Meals and learning are named in both accounts. Do not change the question halfway through.

PREVIEW

Work together

Read C1-1 and C1-6. In pairs, locate who lives in a home, who helps, what jobs are shared and how the different places help. Keep source labels.

PREVIEW

Show your learning

W05: complete the present grid. Place it beside W04. Tell your partner one fact we can compare and one detail we do not know.

PREVIEW

Check our idea

Does a video call prove that no one visits Museum

PREVIEW

Discuss the evidence

No. C1-6 names one way of helping; it does not describe every visit.

PREVIEW

Reflect

What can you explain now?

Point to a source.

What do we still not know?

PREVIEW

Well Done!

Lesson 6

Same and different



Our learning

I can show one thing that stayed the same and one thing that changed.

I will use the fictional cards to explain my idea.

PREVIEW

Notice and wonder

Think about our last fictional example. What did the card actually say?

Share one idea and one question.

PREVIEW

Words to use

continuity = something that stays the same over time

change = something that becomes different

PREVIEW

Look at the evidence

Jo's childhood family and Maya's household both prepare meals and help children learn. This is continuity. Maya's account uses a video call; Jo's account does not mention one.

PREVIEW

Try the explanation

Say “Only Maya’s account mentions a video call.” Do not say “No families in the past had calls.” These two cases tell us about these families.

PREVIEW

Work together

Read C1-5 and C1-6. Sort meal preparation, support for reading and a video call into BOTH ACCOUNTS for ONLY CLAIMED NOW. Explain each placement.

PREVIEW

Show your learning

W06: draw or write one continuity and one change between the supplied accounts. Point to the evidence to read. Say who or what is not named.

PREVIEW

Check our idea

Is supporting learning a continuity in these accounts?

PREVIEW

Discuss the evidence

Yes. C1-5 mentions school reading; C1-6 mentions help with learning.

PREVIEW

Reflect

What can you explain now?

Point to a source.

What do we still not know?

PREVIEW

Well Done!

Lesson 1

Different perspectives



Our learning

I can explain why the same shared task matters to two people.

I will use the fictional cards to explain my idea.

PREVIEW

Notice and wonder

Think about our last fictional example. What did the card actually say?

Share one idea and one question.

PREVIEW

Words to use

perspective = a person's way of seeing something

respectful = caring about others' view

PREVIEW

Look at the evidence

C1-7 gives two made-up views. Dad: “Sharing gives us time to read.” Maya: “I like learning when we look together.” Both talk about shared jobs.

PREVIEW

Try the explanation

Dad notices time together. Maya notices learning together. Neither view tells us what every person feels. Listen and use the words in the card.

PREVIEW

Work together

Read each speech bubble. Partner A explains David's view; partner B explains Maya's. Swap roles. Ask a kind question without asking classmates about private family matters.

PREVIEW

Show your learning

W07: match each person to their stated reason. Explain what the views share and how their focus differs. Use C1 as your evidence.

PREVIEW

Check our idea

Does a smiling picture prove everyone enjoys every job?

PREVIEW

Discuss the evidence

No. We use the supplied words and say what we do not know.

PREVIEW

Reflect

What can you explain now?

Point to a source.

What do we still not know?

PREVIEW

Well Done!

Lesson 2

Build a family-role explanation



Our learning

I can use an account to explain a comparison.

I will use the fictional cards to explain my idea.

PREVIEW

Notice and wonder

Think about our last fictional example. What did the card actually say?

Share one idea and one question.

PREVIEW

Words to use

explanation = an idea with a reason

because = a word that links the reason

PREVIEW

Look at the evidence

Model: “Both families support learning because C1-5 mentions reading and C1-6 mentions help with learning. A useful explanation names evidence, not a stereotype.”

PREVIEW

Try the explanation

Add a change: “Only Maya’s account mentions a video call.” Name the two sources and say that these are fictional examples, not every family.

PREVIEW

Work together

Choose C1-5 and C1-6. Find one same feature and one different feature. Arrange your earlier records. Rehearse the idea, evidence and explanation with a partner.

PREVIEW

Show your learning

W08: make an illustrated comparison with source labels. Use “Both...” and “A difference...” Explain one point with “because”. Prepare existing evidence for assessment.

PREVIEW

Check our idea

Which is stronger: “They are the same” or a claim with a named fact?

PREVIEW

Discuss the evidence

The named fact helps us check the comparison. A different correct source-based explanation is welcomed.

PREVIEW

Reflect

What can you explain now?

Point to a source.

What do we still not know?

PREVIEW

Well Done!

Lesson 4

Present the comparison



Our learning

I can explain a comparison and answer an evidence question.

I will use the fictional cards to explain my idea.

PREVIEW

Notice and wonder

Think about our last fictional example. What did the card actually say?

Share one idea and one question.

PREVIEW

Words to use

source = where information comes from

conclusion = an idea supported by evidence

PREVIEW

Look at the evidence

Short model: “Both accounts describe shared time. C1–5 names reading; C1–6 names learning. Only Maya account mentions a video call.” Show the source each time.

PREVIEW

Try the explanation

A partner asks “Which card supports that?” point to the words. If it does not tell us, say “The account does not say.”

PREVIEW

Work together

Use the prepared comparison, W09 and assessment pages. Explain to a partner, small group or adult. A drawing, selected pictures or short recording can show the same learning.

PREVIEW

Show your learning

Answer one source question. For transfer compare Maya with Asha or Harper using the supplied cards. Show a similar caring role and a different connection. No personal disclosure.

PREVIEW

Check our idea

Does confident speaking count more than concrete evidence?

PREVIEW

Discuss the evidence

No. Accurate comparison and source use must be. Different ways of communicating are valid.

PREVIEW

Reflect

What can you explain now?

Point to a source.

What do we still not know?

PREVIEW

Well Done!

Lesson 10

Reflect and propose



Our learning

I can use my conclusion to suggest a fair way to share a job.

I will use the fictional cards to explain my idea.

PREVIEW

Notice and wonder

Think about our last fictional example. What did the card actually say?

Share one idea and one question.

PREVIEW

Words to use

proposal = a suggestion

fair = considerate of people's needs and choices

PREVIEW

Look at the evidence

We found that roles can be shared. A possible proposal is “Dad and Jo could plan meals together because C1-said they both cook.”
This is a suggestion, not a new source fact.

PREVIEW

Try the explanation

Ask what people can safely do and choose. Boys might choose a small safe helping task with adult guidance. No boy must do a job because of gender.

PREVIEW

Work together

Use W10 to choose a familiar fictional house and an already-discussed task. State a respectful shared-role proposal, its evidence and whose view to ask next.

PREVIEW

Show your learning

Review your earlier question. Tell what you learned, what stayed uncertain and what information could help. In a compact route, give a brief proposal alongside Lesson assessment.

PREVIEW

Check our idea

Is a fair proposal the same as a fact about what the family already does?

PREVIEW

Discuss the evidence

No. Name the fact, then label what you suggest they could do.

PREVIEW

Reflect

Name a source fact and your suggestion

Explain how the suggestion is fair.

What would you ask next?

PREVIEW

Well Done!

Families and Roles Unit Quiz



How to show an answer

Listen to each question. Think, then explain.
Speak, point, draw, use a board or device or ask an adult to record your words.
Use the fictional cards. You do not need to share private family details.

PREVIEW

Question 1

Does a caring task have to belong to one gender?

PREVIEW

Question 1: discuss

No. Different people can share caring, learning and working roles. A person can have several roles.

PREVIEW

Question 2

What evidence shows continuity in the fictional profiles?

PREVIEW

Question 2: discuss

Both generations prepare meals and help children learn. C1-5 names meals and school reading; C1 names cooking and learning. Who helps and how can differ.

PREVIEW

Question 3

Leo's aunt Sam helps after school. Does C1- say she lives in his home?

PREVIEW

Question 3: discuss

No. C1-2 says she lives nearby. A caring connection can extend beyond a household.

PREVIEW

Question 4

Which is a person and which is a role: Job / helping with reading?

PREVIEW

Question 4: discuss

Jo is a person. Helping with reading is a role or task. Several people can share it.

PREVIEW

Question 5

Ask a question that lets us compare meals in C1-5 and C1-6.

PREVIEW

Question 5: discuss

For example: “Who helped prepare meals?” Ask the same question of both accounts. Other answerable meals questions are valid.

PREVIEW

Question 6

Only Maya's account mentions a video call. What can we safely say?

PREVIEW

Question 6: discuss

Only the present account mentions that too. We cannot claim every past or present family used the same tools.

PREVIEW

Question 7

Dad values time to read. Maya values learning while cooking. Must their views be identical?

PREVIEW

Question 7: discuss

No. C1-7 gives two different views of shared jobs. Listen respectfully and use the words each person says.

PREVIEW

Question 8

Can an illustration alone prove a person's birthplace or feelings?

PREVIEW

Question 8: discuss

No. An illustration shows visible features. Use an account for stated information and say what is not known.

PREVIEW

Question 9

New comparison: Asha has two homes. May lives with Dad and Jo.
What is one similarity and one difference?

PREVIEW

Question 9: discuss

Both describe caring family connections. Asma's account names two homes; Maya's names one household with Dad and Jo. Do not guess any reasons.

PREVIEW

Question 10

Harper's carers help with meals and school. Suggest a fair way people could share a task. Explain your evidence.

PREVIEW

Question 10: discuss

One possible proposal: the carers could plan school preparation together because C1-4 says they help with school. Other safe shared-role proposals are valid. A suggestion is not a fact about what already happens.

PREVIEW

Our reflection

Which answer needed a source?

Which answer was a suggestion?

Name something the cards do not tell us.

PREVIEW

Well Done!