

## MAIN THEMES

Diverse family types  
Race and cultural diversity  
Being proud of who you are

Links to Science: plants and growing

## IDEAL FOR

Assemblies: EYFS, KS1 and KS2  
Learning: EYFS, KS1 and lower KS2  
Sharing home experiences and everyday life: EYFS and KS1

## CURRICULUM LINKS

### **EYFS**

Prime areas: Communication and Language, Personal, social and emotional development, Physical development

Specific areas: Understanding the World, Expressive Arts and Design, Literacy

### **KEY STAGES ONE AND (LOWER) TWO**

PSHE

Science

Art and Design

Geography

## ASSEMBLIES

- Set-up: either have a real large ornamental tree/plant with branches or create one on a display. This is your Communi-tree. Complete a family card (see resources) for yourself and other staff members who may wish to participate.
- Know your children (and staff): if there is anyone who has a recent family bereavement, particularly within the immediate family, speak to them about this story in advance and support them in the choice they make about participating in this assembly.
- Bring in an ornamental tree or start the assembly outside looking at a tree. Ask children for names of parts. How does it grow? What does it need?
- Ask children about family trees - what are they? Explain that these "show different generations in a family, all connected like branches". Families grow from love, like trees grow from rich soil.
- Start the story, showing illustrations under a visualiser. Stop to ask children what country we live in. Continue reading and stop to ask children where their families come from – themselves, parents, grandparents, further back? Pay particular attention to those whose families come from more than one country.
- Continue reading and then show picture of Georgie looking sad under a visualiser. How is Georgie feeling? Why? Read on to find out and clarify the children understand she is confused because her parents are from more than one country.
- Continue reading. When Miss Clark tells the class about Georgie's family tree, consider telling them about your own or asking for volunteers to explain their family tree and what countries their family comes from.
- Look at different trees (see resources) and imagine which one looks like your family. All of us with our different family trees, make up our amazing community.
- Continue reading to the end. Why do you think the story is called 'Me in the middle'? Do you like this name? Why/why not?
- Hand out labels with ribbon on/information cards (see resources)  
*Complete this card with info about the country or countries your family comes from. You could include flags, maps, photos, pictures... Choose a colour ribbon to thread through the hole and tie onto the Communi-tree.*

# EYFS EARLY LEARNING GOALS

AREA OF LEARNING	ASPECT	EARLY LEARNING GOAL
Personal, Social, Emotional Development (PSED)	<b>Making relationships</b>	Ask children to talk to their families about which countries they come from (see home learning resources). Children to share this with their peers in whatever form they wish. Talk about different family types in your class and emphasize the love in all families.
	<b>Self-confidence and self-awareness</b>	Set up a class Communi-tree. What do you want to put on it? Encourage individuality and creativity, and pride in your heritage. Talk about countries that your class come from and celebrate different family types.
	<b>Managing feelings and behaviour</b>	Look at the page where Georgie feels sad. Why? What do her friends say that upsets her? How could they help her instead?
Communication & Language (C&L)	<b>Listening and attention</b>	Listen to the story being read and respond appropriately with comments/questions.
	<b>Understanding</b>	Ask and answer questions about the story, and important words (family, tree, parents, countries, map)
	<b>Speaking</b>	Explain your choice for the communi-tree, or share your home learning.
Physical Development (PD)	<b>Moving and handling</b>	Look at time-lapse videos of a plant/tree growing from a seed. Create those movements with your body.
	<b>Health and self-care</b>	Sharing and feeling proud of our families is great for our mental health. How do you feel when you tell people about your family?
Literacy (L)	<b>Reading</b>	Spot words you know in the text. Can you read your name on the Communi-tree? Can you find your country names on a map?
	<b>Writing</b>	Write about your family for your class tree. Use key words and pictures to help you.

# EYFS EARLY LEARNING GOALS

AREA OF LEARNING	ASPECT	EARLY LEARNING GOAL
Maths	Number	How many people are in your family? Draw them and count them carefully – don't forget you in the middle!
Understanding the World	People & communities	We are very lucky that we have people in our class and school from so many different places. This means we can learn more about all these places and understand each other better. This makes us a great community. Weave this into everyday language, discussions, books and displays - celebrating diversity.
	The World	Find out all the countries your class families are from and learn the flag from each. Share this on a class display – can you put them on a map?
	Technology	Use online resources to click on a world map and see photos/videos of different countries.
Expressive Arts and Design	Exploring and using media and materials	Create your family flag – what is important to your family? What colours would you like to include? Why? Who is in your family, how will you put them on your flag? Use collage (magazine pages), paint, fabric etc to create a flag. Share these and enjoy the differences and similarities.
	Being imaginative	Imagine all the places in the world... and beyond! Where would you like to go? What would you see there? Why would you like to go there? What about an imaginary world – what would it be like? Encourage curiosity about other places.

## EYFS further ideas

### Communication and Language

- Share the family tree you have created at home. Can you tell your class who is in your family? Where they come from?
- Can you listen to others explaining about their families? Can you ask interesting questions?
- Do you know what these words mean? **family, family tree, map, country, generation, flag, parent, grandparent, great-grandparent**
- Does your family speak a different language? Can you say something in that language to share with your friends?

### Physical development

- Gross motor skills: can you move like a tree? Can you grow from a seed? Can you move like a tree in the wind?
- Fine motor skills:
  - roll up a newspaper, tape on one side, pull up like a tree growing. Practise cutting with scissors to create branches.
  - Gather together twigs and branches. Wind ribbon around to create a 'tree'.
  - Leaf-printing with paint/ink to create a family tree. One leaf for each person – perhaps add a photo of each family member to your tree.

## EYFS further ideas

### **Understanding the World**

- People, Culture and Communities: know about similarities and differences between themselves and others, and among families.
- Introduce vocabulary of families: mummy, mama, mum, dad, daddy, parent, sibling, sister, brother, aunt, uncle, grandma, nanny, grumps etc. What do you call your family members?
- Talk about different types of families when the opportunity arises in stories, real life experiences etc: some families have one mummy, two daddies, two grandparents etc.
- The Natural World: trees and growing. Look outside at a young tree/shoot and a mature tree. What does a tree need to grow? Where does it come from?

### **Expressive Arts and Design**

- Create trees from a variety of materials.
- Can you make a tree that stands up? What parts does a tree have that you need to make?
- Create a song about your family.
- Dance like you are a tree moving in the wind
- Listen to music and watch dances from other cultures represented in your class

## KEY STAGE ONE

### ENGLISH

- Listen to the book being read aloud.
- Key vocabulary: family, family tree, map, country, generation, flag, roots, related, adoption, separated
- Unfamiliar words: overcome, uncertainty, far-reaching, opposite, scuffle, royalty, country names, duchess, coily, judge, glance, compared, rich earth.
- Link the families in the book to your own families. Can you write about where your family comes from?
- Explain your family to your peers using some of the vocabulary above.
- At the point where Georgie looks sad, write your own ideas about what you could say to her. Could you help her to feel better? Use speech marks to show what you would say.
- Write the names of all the countries in the book on sticky notes – can you add these to a map? Remember capital letters for place names. Can you add your own countries?
- What does 'lonely' mean? Are there other words that mean similar to lonely? What words mean the opposite of lonely?
- Do you like the name of this book? Why/why not? What would you call it?

## KEY STAGE ONE

### PSHE

- Relationships: Notice the families in the book which are in many different forms (same sex parents, extended families including grandparents, single parents). Talk sensitively about a variety of family types and ensure books represent all family types.
- Relationships: celebrating diversity: what similarities are there between the children in the book? What differences are there? Speak positively about differences – they make us special, unique and help us to understand others.
- Mental health: feeling lonely can be an unhappy feeling. Has anyone felt lonely? What can help? How can you help someone who is lonely feel like they belong? Sometimes people like to be alone, what could we say to others if we need this space?

### SCIENCE

- Growing plants:
  - How do plants grow?
  - Name the parts of a tree. Identify and name common trees.
  - Why does a tree describe a family so well?

### ART/DT

- Create a family tree model –what will you use? How can you make it stand up? How can you make it reflect your family?

### Geography

- Name and locate major oceans, continents and countries
- Use world maps, atlases and globes to find different countries
- Learn about the countries represented in your class. What is the weather like? What plants and animals are there? What do people like to do?

## LOWER KEY STAGE TWO

### ENGLISH

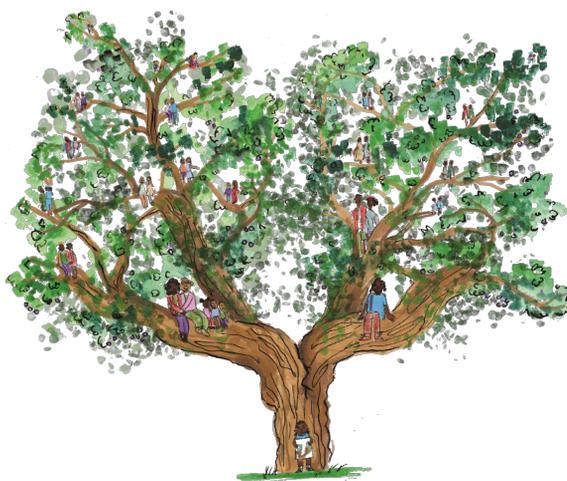
- Read this book aloud to a peer, younger pupil or sibling. What is the message of the story that you want to get across to them?
- Create a play of this story to show in assembly. What are the key words to use? What feelings do you want to portray?
- Write an alternative version of this book which shows the families in your school. Can you share it with younger children?

### PSHE

- Relationships: Notice the families in the book which are in many different forms (same sex parents, extended families including grandparents, single parents, adoptive families, birth families. Find examples of different family types in literature and talk positively and sensitively about these.

### SCIENCE

- What do trees need to grow? Why are trees important to our planet? Identify parts of a tree.



## DISCUSSION GUIDE

### Before sharing

Look at the front cover. What can you see? What do you think this book is about? What makes you think that? As we read through the story, think about this question 'why is this book called 'me in the middle'? Have a map of the world ready to refer to.

**Key vocabulary:** family, family tree, map, country, generation, flag, parent, grandparent, great-grandparent, roots, related, adoption, separated

Read the blurb on the back cover. What is a family tree? [[it shows who is in our family and how they are linked]. What does this mean 'overcomes her feelings of uncertainty'? Why might she be feeling uncertain? What does 'far-reaching roots' mean?

Show the dedication on a visualiser and read. We'll come back to this at the end.

### P1-2 Family Tree Picture

Look carefully at the picture. What can you see? What are the children holding? Why do you think they are holding flags? What are flags and what do they tell us?

P3-4 Read aloud. What has Miss Clark drawn? Why? Where do we all live?

P5-6 Read first paragraph. Family trees can go back a long way in time. Who would be on your family tree? Continue reading the next paragraph. Tell children where your parents are from. Can any of the children tell you where their parents are from? Continue reading to the end of the page. Why do you think Georgie stayed still? Tell your partner.

## DISCUSSION GUIDE CONTINUED...

P7-8 Read first two paragraphs. Is Georgie really in the sea? Why is she standing there? Show on the world map where she is. Finish reading to the end of the two pages. How do you think Georgie is feeling, especially when Ben shouts at her? Why? What would you do if this happened in your class?

P9-10 Read aloud, pointing out on the world map where the children are standing. Stop after '...in the middle'. Why was everyone staring at Georgie? Why do you think she didn't know where to go? Continue reading to the end. Why did Georgie's 'tummy ache and her heart felt heavy'? Explain why she was confused – Miss Clark thought she should be in England. Others thought she was too pale to have parents from a hot country. She didn't know where she was from because her parents are from lots of places.

P11-12 Read first paragraph. Why doesn't Georgie want to work on her family tree at home? What made her feel better about it? [sharing ideas, working together].

P13-14 Read aloud. What countries are Georgie's family from? How does she feel about that now? Can you tell your partner where your family is from? Do your family have the same or different colour skin? Tell pupils that sometimes children are adopted or fostered, and look different from both their parents. Sometimes people in one family look really similar or very different from each other. This is what makes us all special and unique.

P15-16 Read aloud. Why does Miss Clark give Georgie a sticker? What does this mean '...we should NEVER judge someone by their skin colour, or colour of their hair, or shape of their face'? Why are we 'so much more than what can be seen at first glance?'

## DISCUSSION GUIDE CONTINUED...

P17-18 Read aloud. Do you have a favourite family dish? What is it? What did Georgie feel good being in the middle of?

P19-20 Read aloud. Why did Georgie think the willow tree was like her family tree?

P21-22 Read aloud. Which tree is like your family tree? Why?

P23-24 Read aloud. Which tree do you like best? Why?

P25-26 Read aloud. So why is the story called 'Me in the Middle'?

Return to the dedication at the beginning. Why do you think the author wrote this book? How do they want children to feel?

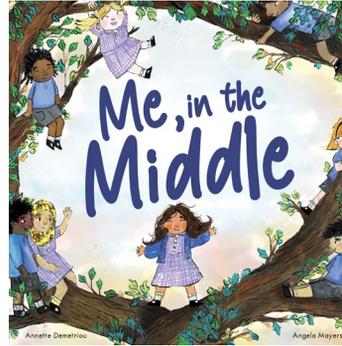
### Activity after reading

On the last page of the book is a blank family tree. This is reproduced in the resources section. Children can complete with their own family tree, perhaps enlarged to A3. Complete with a collage of photos, flags, pictures and writing.



# HOME LEARNING

We are learning from the book 'Me in the Middle' by Annette Demetriou and Angela Meyers.



This book celebrates where families come from – we'd love to know more about your family to share in our class.

Where does your family come from? Can you create a family tree? Use photos, pictures and writing to tell us where your family is from.



## ACTIVE LEARNING

*These ideas are suitable for children of any age, to deepen their understanding of the concepts in this book and enjoy shared experiences with their peers:*

- Create a communi-tree outside in a tree in the grounds. Make waterproof flags and arrange for them to be hung from the branches.
- Celebrate your diverse families with a picnic as in the book. What food do you like at home? Can you bring in a dish? [be aware of food allergies]
- Plant trees in the school grounds (Woodland Trust have free tree packs for schools). Watch the trees grow like you do.
- Invite members of the school community to talk about how their families and the countries they come from.
- Ensure that your libraries and book selections have a wide range of books that reflect diverse families. Ask your local independent bookshop for recommendations., or look at other Owlet Press titles.
- Create a huge map on the playground with chalk and ask children to add their names to the countries they come from.
- Remember to share any of your amazing activities related to this book with us at Owlet Press on social media @OwletPress – we'd love to see them!

# ASSEMBLY RESOURCES



# ASSEMBLY RESOURCES



## **Our Communi-tree**

*Complete this card with info about the country or countries your family comes from. You could include flags, maps, photos, pictures... Choose a colour ribbon or thread through the hole and tie onto the tree*

# DISCUSSION RESOURCES



# SEND AND ADDITIONAL NEEDS

**Knowing the children in your community will help you respond sensitively to their needs when working with this book.**

Be particularly aware of families dealing with bereavement, particularly the loss of a parent. Consider whether it is appropriate to use this book now if a loss is very recent. Be aware of families going through fostering and adoption processes.

Safeguarding: be aware of families with safeguarding concerns and that we hope families come from love, but in some instances, this is not the case. Be aware of pupils who are subject to child protection orders. Consider the language you use about families.

## **SEND**

Make reasonable adjustments to the text to ensure access to all members of the school community (font size, tinted background etc).

Consider that some children will need to be active when listening to stories and build this in as appropriate to assemblies and story time.

Some children may not easily recognise feelings in others and you may need to make signs more explicit e.g. shape of mouth, body language etc.