

Different Families, Same Love

Welcome to our webinar



Terminology

[Terminology](#)

GLOSSARY OF TERMS AND CLASS-APPROPRIATE EXPLANATIONS

	JUNIOR INFANTS TO 2ND CLASS	3RD CLASS TO 6TH CLASS
LESBIAN	A woman who loves another woman and they can be a family together.	A woman who has or wants to have a loving relationship with another woman.
GAY	A man who loves another man and they can be a family together.	A man who has or wants to have a loving relationship with another man. Sometimes this term is also used to refer to lesbians.
BISEXUAL	A person who can love a man or a woman and form a family with a person of either gender.	A person who can have or wants to have a loving relationship with either a man or a woman.
TRANSGENDER (OR TRANS* FOR SHORT)	A girl who feels like they are a boy/A woman who feels like they are a man. A boy who feels like they are a girl/A man who feels like they are a woman.	A person who was born with the physical characteristics of a boy/girl but deep inside they feel like they are a different gender and want to live their life as that gender.
HETEROSEXUAL (OR STRAIGHT)	A man who loves a woman or a woman who loves a man and they can be a family together.	A man who has or wants to have a loving relationship with a woman or a woman who has or wants to have a loving relationship with a man.
HOMOPHOBIC BULLYING	When people are hurtful to others because they are lesbian, gay, bisexual or transgender or because people think they are.	When people hurt others (verbally, psychologically, physically, cyber bullying etc.) because they are lesbian, gay, bisexual or transgender or because people think they are.
TRANSPHOBIC BULLYING	When people are hurtful to others because they are transgender or because people think they are.	When people hurt others (verbally, psychologically, physically, cyber bullying etc.) because they are transgender or because people think they are.
LGBT	A short way to say lesbian, gay, bisexual, and transgender.	An acronym used to refer to the lesbian, gay, bisexual, and transgender communities.
HOMOSEXUAL	This is another term for gay or lesbian, sometimes used by scientists or doctors. LGB people generally prefer the terms lesbian, gay or bisexual to be used.	This is another term for gay or lesbian, usually used in scientific or medical references. LGB people generally prefer the terms lesbian, gay



**TEACHERS'
GROUP**



JUNIOR INFANTS AND SENIOR INFANTS

Strand: Myself and Others

- identify and name the people who constitute a family and appreciate that all family units are not the same

KEY QUESTIONS

- > Who's in your family?
- > How does your family spend time with each other?
- > What are the families in the poster doing together?
- > How does your family take care of each other?
- > How might the families in the poster take care of each other?
- > Are all families the same?
- > What's your favourite thing about your family?

LESSON IDEAS

- Create a class mural of family drawings.
- *Different Families, Same Love* Family Tree: Children paint a tree and stick photos of special people in their family among the branches.
- Fruit salad: Children sit in a circle. Call out a statement e.g. Move if you have a pet/have a brother/your family likes to...
- Focus on a family in the poster. Discuss appearance, personality, activities, and composition of that family.
- Families can live in a house, apartment, hotel, caravan/trailer, cottage, bungalow, terraced house, accommodation centre etc. How might some of the families in the poster have decorated their home?
- Guess Who? Teacher says a statement e.g. 'It's my birthday today', 'I like to dig in the sand. I have two mummies', 'I have red hair', 'I have a dog who helps me'. Children guess the character being described.
- Kim's Game: Teacher covers one of the families and the children describe the missing family.
- Phonics/Rhyming game: Find something in the poster that rhymes with .../begins with ...
- Encourage the children to create families out of LEGO, marla etc.
- Look at the babies in the poster. Can you tell if they are girls/boys? Is there such a thing as 'boy' or 'girl' colours? Challenge any gender stereotypes displayed by the children.

Strand Unit: Myself and My Family

(SPHE Curriculum, p. 10)



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FIFTH CLASS AND SIXTH CLASS

Strand: Myself and Others

- explore and discuss families and homes and how they can vary in many ways

Strand Unit: Myself and My Family

(SPHE Curriculum, p. 61)


KEY QUESTIONS

- > What does this poster portray?
- > What do you think the purpose of the poster is?
- > Why is it important to talk about and respect different family types?
- > What makes a family? (Refer to each family in the poster.)
- > How does family give you a sense of belonging? Why is this important?
- > Do all families have children? (There is a family of two adults on the right hand side.)
- > Look at poster and wonder. "I wonder why/who/what..."
- > Can you think of any gender stereotypes related to appearance/behaviour/jobs/likes/dislikes etc.?
What are the benefits of countering these stereotypes? Are people free to look and act contrary to these expectations in your school/community/country?
- > Do you know what LGBT stands for?
- > Examine the school's anti-bullying policy. Highlight the words 'homophobic and transphobic bullying'. Ask the children to explain what this means.
- > How can we ensure that our classroom, school and community are welcoming to all children, teenagers and families?


LESSON IDEAS

- What is your definition of family? Write it. Join with a partner and create a pair definition. Join another pair and come up with a group definition. As a class group agree on a definition of family. Design a poster showing the definition and display it in the classroom.
- Write on the board 'Girls can ...' and 'Boys can ...'. Ask the children to discuss. Challenge any gender stereotypes.
- Find the photographer that is taking photos of the families in the park. Discuss catchy captions and interesting photographs. Come up with an exciting newspaper article to accompany each family portrait.
- Make connections to the poster (from poster to own life, poster to other fictional contexts - TV, film, books etc. and poster to the wider world) using the phrase 'That family reminds me of...'
- Ask the children to describe the types of families they see in the media. Discuss why this might be the case.
- Analyse a selection of books to identify the family types represented (see link below for books that include LGBT characters).
- Create their own book for younger children to promote inclusion of all family types.
- Give each group of children a selection of cards with household chores/occupations. Ask them to sort them based on their own criteria. If sorted on the basis of gender, challenge stereotypes.
- Create a Family Rights Charter - a list of things that all families are entitled to.
- Family history project: Ask the children to interview/video members of their family to create a family story - stories of their childhood, places they lived, important events in the past, how gender roles have changed (at home/school/work) since they were younger.
- Create a home page for the school website that illustrates that the school is welcoming to everyone regardless of difference.
- School Council: Selected children meet and implement ideas on how to tackle bullying including homophobic and transphobic bullying.





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What does Gay Mean?



Where do I find resources?



Videos

1ST & 2ND CLASS

My Shadow Is Pink by Scott Stuart (4-8 years)



My Shadow is Pink is a beautifully written rhyming story of love and self-acceptance that touches on the subjects of gender identity, equality and diversity. The reader follows the journey of a young boy who has been born into a family with a long history of blue shadows. He wants to be just like his father, who is big and strong, with a defined blue shadow.

However, the boy has an irrepressible pink shadow, and loves ponies and books and pink toys, princesses, fairies, and things 'not for boys'. With the love and acceptance of his father, he learns that everyone at times, has a shadow they wish was different ... and he must embrace his shadow just the way it is.



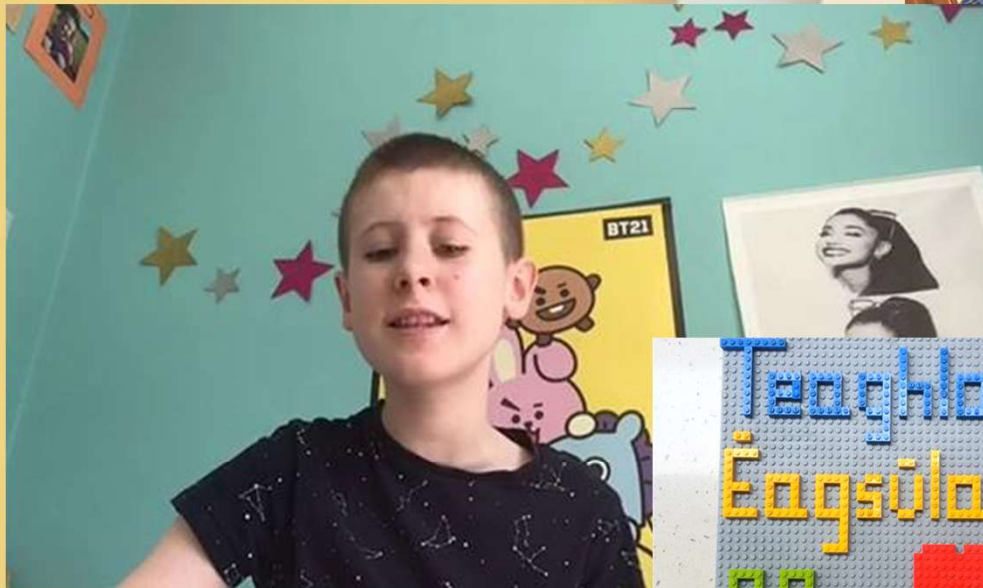
Books

Judging Criteria

1. Diversity of families
2. Quality of work
3. Creativity
4. Wider impact



Previous Entries: 2020



Previous Entries: 2019



We did circle time
and we all agreed
that all families
are special
because every family
is different

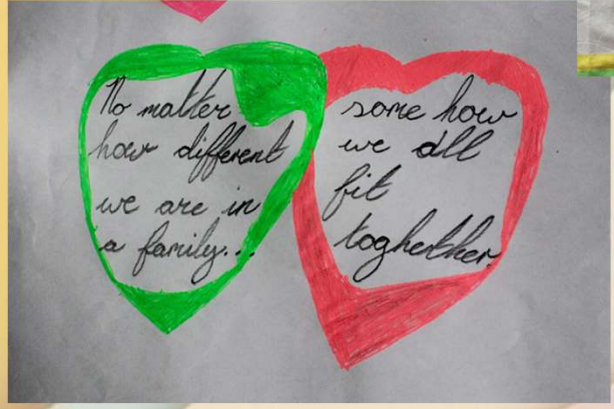
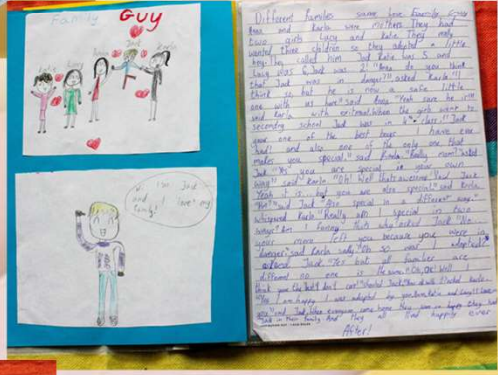
We talked about
what we were
going to use to
make the poster

We all agreed
that we could
make the poster
out of clay

We all chose
a character
Then we made
them with clay
we let them
dry then we
painted them.
It took two days
for them to dry

We think this
is a good
competition because
it shows that every
family has the
same love

Previous Entries





Any questions?