



We All Belong

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A resource utilising picture books to include the wide variety and backgrounds of all children and families in our school communities

- ✓ Picture books are linked to SPHE curricular strands and strand units, each resource guide is colour coded by class bands with objectives identified
- ✓ Suggested questions and activities accompany each resource sheet
- ✓ Diversity themes clearly identified
- ✓ Some tips and approaches to answering tricky questions provided

Curricular links; In developing a sense of self, children need to be given opportunities to develop their sense of awareness: of themselves, of the world around them (pg.10 SPHE Teacher Guidelines)

Is this resource necessary?

- This resource, in combination with the use of the picture books, will bring visibility to all families and boys and girls who do not conform to gender stereotypes
- This resource will help support children who are in family types not represented in mainstream class materials as well as boys and girls who express themselves right along the gender spectrum
- Positive and consistent messages from junior infants to sixth class will enable all children to embrace and understand the diversity of family types and gender expression in Ireland.
- Use of Socratic questioning, teachable moments and preparation for tricky questions will develop critical thinking skills, respect and a knowledge around different families

How do I use this resource?

- You can use the picture books as a 'way in' or starting point to discussions and critical thinking around all family types or the books can be used to make all types of families visible so they are appreciated and accepted in an informal way
- The diversity themes are listed to inform the teacher as to its suitability for the age or context in which there are teaching.
- Each resource guide includes some suggested activities.
- Each resource is presented in a spiral approach similar to the SPHE curriculum, with language and concepts developed at a class and age appropriate level

Are these picture books suitable for my class?

These books have been specifically chosen and the themes or concepts are clearly indicated. All these books are child friendly. Each book's message is of love, care, and respect. These books give teachers a menu of options to address all types of families, gender expression, gender identity and LGBT themed issues. These resources were chosen with careful consideration and in line with the SPHE curriculum guidelines (pg. 84.)

These books can act as a foundation for introducing and having conversations around acceptance and understanding of different children and families in our school communities



Gender at a Glance

Gender Identity

Gender Expression

We aim to create schools that nurture academic achievement, provide physical and emotional safety and welcome all students. As educators, we should concentrate on creating environments that are inclusive where children can express a wide range of emotions, interests, and behaviours. A gender inclusive environment affirms all children and allows them to express their interests and find confidence in their strengths. While gender expression concerns the way children act and express their gender through things like clothing and hobbies, gender identity describes what gender the children feel they are, and is a consistent feeling.

Practising answering questions related to gender or interrupting hurtful teasing based on gender will help you respond more easily when the situation arises. As educators, take the time to prepare simple phrases to respond to gender related put downs. Pupil role play through drama can be a good way to practise inclusive responses that are respectful of gender expression and identity.

Why is her hair so short? She looks like a boy.

- Girls and women can have hair in many different styles and so can boys or men.
 - Hair is hair. That is how she likes it.
 - Why does it matter if a girl's hair is short or a boy's hair is long?
- "Dominic is always hanging out with girls. Why?"***
- I encourage all boys and girls to play together.
 - Dominic hangs out with friends who he likes to spend time with, just like you do with your friends.

Simple phrases students could say to each other.

"There's no such thing as boys' (or girls') clothes (haircuts, toys, colors.)"

"You can't say, 'Girls (boys) can't play.'"

If someone says, "Boys are better at sports."

A student could say, "No group is best. Some are good. Some are not."

If someone says, "Girls are better at art."

A student could say, "No group is best. Some are good. Some are not."

Aistear: Aistear is a great opportunity for students to challenge gender stereotypes in a safe way. Encourage children to take a variety of roles in role play, or use all types of toys. Choose a mixture of toys and as much as possible choose gender neutral toys and colours.

PE: Offer equal opportunity at the variety of sports on offer to both boys and girls

Games: Ensure at yard time that there are games for both boys and girls that don't fit into a stereotypical format.

Lessons: Teach about gender using the variety of resources available such as Gender Matters

All Families Types at a Glance

Marriage

All Families

Being prepared with responses will help children with tricky questions, extend their understanding and challenge any misconceptions or stereotypes. It's also useful to explore your own feelings and thoughts in relation to all family types and in particular families with two mums or two dads. Use the reactions of the children as teachable moments to clarify and extend concepts. It's also important to be affirming and positive of all responses even if you can't answer some questions. If you do explore the concept of marriage, it should be in the context of all family types.

Sample Responses

A child can't have two mums or two dads!

"Some families have a mom and a dad, and some have two moms and two dads, but what is most important is that a family is a place where there is love"

That's weird!

"Sometimes we think things are weird when they are different, or haven't seen them before, but it's not nice to call families weird"

That's not a real family!

Families come in all shapes and sizes, and what's most important about a family is that children have adults and parents who care and look after them, and that's what makes a family"

Teachable Moments

Explaining to children that gay is a word to describe sexual orientation and not a slang term, especially during discussions around respect and tolerance of different families.

Stop it: Keep it simple with quick responses.

"It's not okay to use the word gay to slag someone off". "It's not okay to say something is gay just because you don't like it"

Educate: If you have the time and opportunity to educate on the spot, do it. If you don't, make time later.

"The word gay is used to describe..."

Be proactive: Teach the terminology and have inclusive and respectful discussions about difference

Socratic Questioning

The Socratic questioning technique will extend their understanding and challenge their ideas and preconceptions. You don't need to take a position. The main aim of questioning is not to support any one idea but to challenge attitudes and develop critical thinking skills.

1. Clarification of a key concept:

"Could you explain that answer further?", "What led you to that judgement?", "Why did you come to that conclusion?", "What made you say that?"

2: Challenging assumptions and misconceptions:

"Is there another point of view?", "Is this always the case?"

3: Arguments based on evidence:

"What evidence do you have to support that view?", "Is there any other information that would help support this?", "Could we challenge that evidence?"

4: Looking at alternatives:

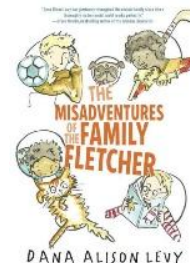
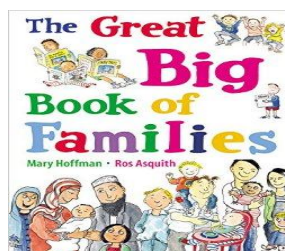
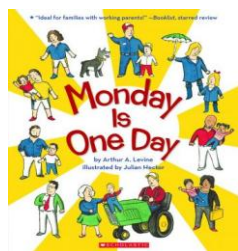
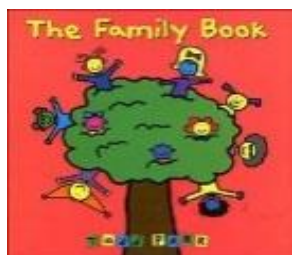
"Did anyone look at this from a different angle/perspective?", "Is there an alternative to that point?", "Could we approach this from a different perspective?"

5: Consequences, implications and analysis:

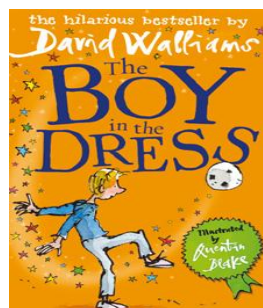
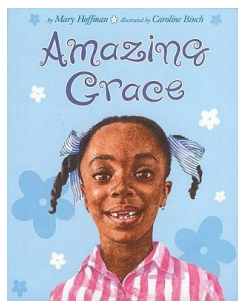
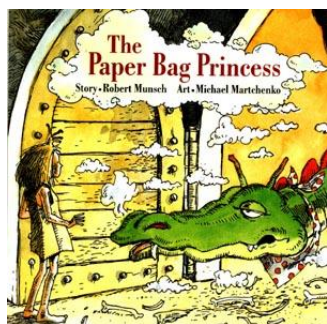
"What are the long-term implications of this?", "However, what if ... happened?", "How would ... affect ...?"

We Belong: A resource utilising picture books to include the of wide variety and backgrounds of all children and families in our school communities

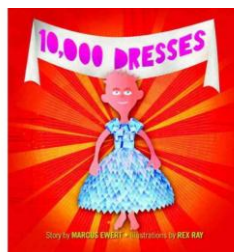
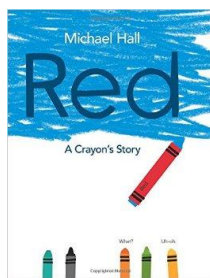
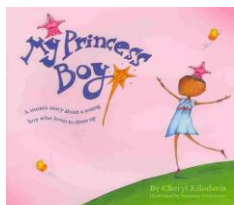
All Families



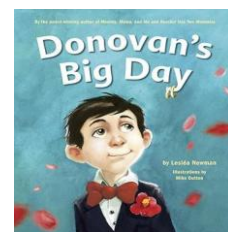
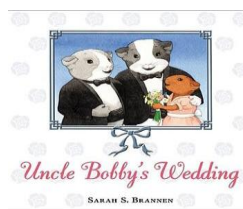
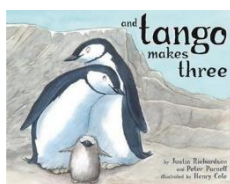
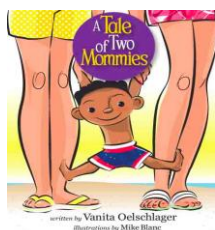
Gender Expression



Gender Identity



LGBT families



All Families

Junior and Senior Infants

This resource will help you:

- teach and talk about different family types
- discuss the role of families
- bring visibility to different family types in an informal way

Key themes:

- families come in all shapes and sizes
- families do things together
- all families love one another

Diversity focus:

- variety of family units depicted including same sex families



Subject: S.P.H.E

Strand/Strand Unit: Myself and others/Myself and my family

Objectives:

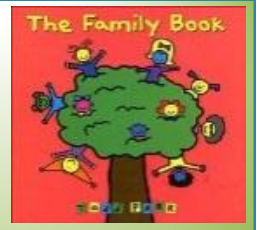
(Pg. 20 Primary School Curriculum, S.P.H.E)

The child should be enabled to

- identify and name the people who constitute a family and appreciate that all family units are not the same
- realise that he/she belongs to a family and that each person has a place and a role within the family
- explore the things that families do together
- realise how families take care of, support and love each other
- explore and acknowledge many things that can be learned at home

"The Family Book"

by Todd Parr



Why use this resource sheet and book?

Using this book will stimulate discussion around family types.

It will allow children to develop their own understanding by asking questions and challenging their own concepts and ideas around family types. It can be used to introduce the concept of families with two mums, two dads, single parent families and so on. It shows how families act in similar ways. The extension activities and worksheet will integrate and extend your work using the book.

Questions:

- ❖ Who is in your family?
- ❖ Name some things your family do for you.
- ❖ What type of things do your family do for you?
- ❖ What families are in this story?
- ❖ What things do they do together?
- ❖ What things do you do in your family?
- ❖ What do all families have in common, that make them similar or the same?
- ❖ What things do you learn at home?
- ❖ What is your favourite thing to do with your family?

Follow up activities

- **Creative Response:** Draw you and your family doing something that you like, something 'special' - and make your own class 'Family Book'.
- **Recall Activity:** Have a look at the pictures and see can the children remember the different types of families.
- **Class Discussion:** Ask the children to imagine what the different families might do at the weekend.
- **Creative Response:** Draw your family tree.



All Families

First and Second Class

This resource will help you:

- teach and talk about family types
- discuss the role of families
- bring visibility to family types in an informal way

Key themes:

- families come in all shapes and sizes
- families do things together

Diversity focus:

- variety of family units depicted including same sex families



Subject: S.P.H.E

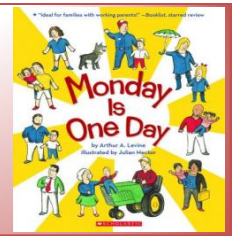
Strand/Strand Unit: Myself and others/Myself and my family

Objectives:

(Pg. 31 Primary School Curriculum, S.P.H.E)

- identify and talk about those who live at home and recognise that homes and families can vary; personal names, sex, physical description, characteristics
- recognise his/her role and place in the family unit and the contribution made by each member to the family
- appreciate his/her own family and identify ways in which members of families can help, support and care for each other.
- explore many of the things that are learned in families, both practical and otherwise.

“Monday is One Day”
by Arthur Levine



Why use this resource sheet and book?

Using this book will stimulate discussion around family types. It will allow children to develop their own understanding by asking questions and challenging their own concepts and ideas around family types. It can be used to introduce the concept of families with two mums, two dads, single parent families and so on. It shows how families act in similar ways. The extension activities and worksheet will integrate and extend your work using the book.

Questions:

- ❖ Who is in your family?
- ❖ Name some things your family do for you.
- ❖ What type of things do your family do for you?
- ❖ What families are in this story?
- ❖ What things do they do together?
- ❖ What things do you do in your family?
- ❖ What do all families have in common, that make them similar or the same?
- ❖ What things do you learn at home?
- ❖ What is your favourite thing to do with your family?

Follow up activities

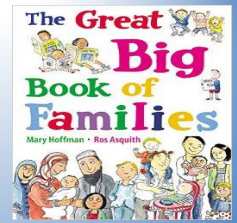
- **Activity:** Draw your family celebrating a happy occasion.
- **Creative Response:** Draw you and your family doing something that you like, something 'special' - and make your own class 'Family Book'.
- **Recall Activity:** Have a look at the pictures and see can the children remember the different types of families.
- **Class Discussion:** Ask the children to imagine what the different families might do at the weekend.



All Families

Third and Fourth Class

"The Great Big Book of Families"
by Mary Hoffman



This resource will help you:

- teach and talk about all family types
- discuss the role of families and roles in families
- bring visibility to all family types in an informal way

Why use this resource sheet and book?

Using this book will stimulate discussion around family types. It will allow children to develop their own understanding by asking questions and challenging their own concepts and ideas around family types. It can be used to introduce the concept of families with two mums, two dads, single parent families and so on. It shows how families act in similar ways. The extension activities and worksheet will integrate and extend your work using the book.

Key themes:

- family care
- looking after one another
- different contributions and roles of family members

Diversity focus:

- parents living away from their children
- children have the right to be cared for by those best able

Subject: S.P.H.E

Strand/Strand Unit: Myself and others/Myself and my family

Objectives:

(Pg. 46 Primary School Curriculum, S.P.H.E)

- explore and discuss different kinds of families, recognising that families vary in structure, in the way they communicate and in the way family members spend their time
- recognise that each member has a place and role in the family and contributes to the effective functioning of the family
- explore what belonging to a family means and that family members love, protect provide and care for each other

Questions:

- ❖ What does this story tell us about where families live?
- ❖ What does story tell us about the roles different people can have in families?
- ❖ What jobs do you do at home?
- ❖ Who is in your family?
- ❖ What roles do people in your family have?
- ❖ Name some ways families can be different.
- ❖ This story has many types of families. Do you know any other different types of family units?
- ❖ What makes a family special?
- ❖ Who do you think are the best people to care for children in families?

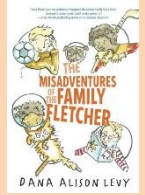
Follow up activities

- **Art Activity:** Complete an activity where the children draw and write about the talents in their own families.
- **Class Discussion:** Talk about different roles family members play - Dad makes the dinner, Mum washes up, Dad minds the children, Mum works, sibling roles and so on - discuss how they all contribute to the family unit running smoothly.
- **Paired Work:** Create a list of all the talents different members of their families have.
- **Written Response:** Create a diary entry from the perspective of one of the sisters.

All Families

Fifth and Sixth Class

"The Misadventures
of the Family
Fletcher"
by Dana Alison Levy



This resource will help you:

- teach and talk about different family types
- discuss the role of individuals in families
- bring visibility to different family types in an informal way

Key themes:

- everyday family life
- being true to your own interests regardless of your friends

Diversity focus:

- the family consists of two fathers and four adopted boys

Why use this book?

Using this book will introduce the children to a family consisting of two fathers and four boys as part of positive representation of different families within the school environment. It can be used to introduce the concept of families with two mums, two dads, single parent families and so on. It shows how families act in similar ways. It also allows for discussion of the difficulties that children can face (peer pressure, feeling unhappy at school).

Subject: S.P.H.E

Strand/Strand Unit: Myself and others/Myself and my family

Objectives:

(Pg. 61 Primary School Curriculum, S.P.H.E)

- explore and discuss families and homes and how they can vary in many ways
- explore what belonging to a family means
- discuss and identify behaviour that is important for harmony in family life
- critically examine the media portrayals of families and family life
- examine some factors that can affect family life
- compare and contrast the life-styles of families in different cultures, both in Ireland and abroad (the story is set in the US).

Questions:

As this is a longer chapter-style book, it would not be possible to cover in a single lesson. Rather it may be used as a teacher read aloud, class novel or a library book in the class library. Once concluded, the following questions may assist the children to reflect on the story.

- ❖ What similarities did you notice between your family life and the Fletchers?
- ❖ What differences did you notice between your family life and the Fletchers?
- ❖ Which character from the book is most like you? Why?
- ❖ What kind of families can you think of represented in the media? What effect do you think this has?

Follow up activities

- **Written Response:** Create a diary entry for a particular chapter from the perspective of one of the brothers.
- **Art Response:** Create a class mural based on the Halloween party that the Fletchers throw. One group could create the background while others could create representations of the attendees' costumes.
- **Drama Response:** Teacher in Role as Mr Nelson: children try to convince him to help with the project. Conscience Alley: Children give advice to Eli (or Sam) on what they should do.

Gender Expression

Junior and Senior Infants

This resource will help you:

- teach and talk about gender and gender expression
- bring visibility to expressions of gender

Key themes:

- girls can be the hero in a story
- positive representation of girl as main character and hero in the story

Diversity focus:

- what it means to express yourself and the stereotypes we have for boys and girls



Subject: S.P.H.E

Strand/Strand Unit: Myself/Self Identity

Objectives:

(Pg. 16 Primary School Curriculum, S.P.H.E)

The child should be enabled to

- discuss and appreciate all the features that make a person special and unique

Strand/Strand Unit: Myself and others /My friends and other people

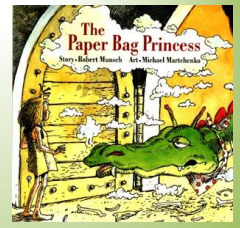
Objectives:

(Pg. 20 Primary School Curriculum, S.P.H.E)

The child should be enabled to

- recognise and appreciate differences in people and know how to treat others with dignity and respect

“The
Paperbag
Princess” By
Robert Munsch



Why use this resource sheet and book?

Gender stereotypes can limit the understanding and aspirations of both boys and girls. This can also lead to bullying or isolation for children who do not conform to gender stereotypes or roles. As educators we should take opportunities to challenge these gender stereotypes in a variety of ways, to encourage children to have confidence in their own identity. Exploring gender and challenging presumptions will support children to be more open and respectful of difference.

Questions:

- ❖ What words could we use to describe the princess?
- ❖ How did the princess trick the dragon?
- ❖ What way did the prince act?
- ❖ Do all princess act like this?
- ❖ Are all girls brave?
- ❖ Can boys and girls be heroes?
- ❖ Can girls stand up for themselves?
- ❖ Can girls stand up for boys?
- ❖ What do you like about yourself?
- ❖ What makes boys and girls special?
- ❖ Why did the princess leave the prince at the end?
- ❖ What will the princess do next?

Follow up activities

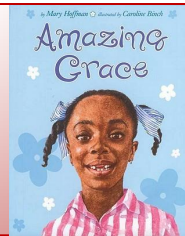
- **Art Activity:** Draw a picture of yourself doing something you like and are proud of.
- **Recall Activity:** Have a look at the pictures and see can the children remember what the princess did to show she was brave, clever and strong.
- **Class Discussion:** Ask the children what type of heroes are in the stories they read.
- **Creative Response:** Ask the children to draw toys for boys and girls and then use this as a discussion point.



Gender Expression

First and Second Class

"Amazing Grace"
by Mary Hoffman



This resource will help you:

- discuss stereotypes based on gender or skin colour
- teach about family types (Grace lives with her mother and grandmother)
- encourage students to follow their dreams

Key themes:

- following your dreams despite obstacles
- stereotypes related to gender and skin colour

Diversity focus:

- Grace's father does not live with her



Subject: S.P.H.E

Strand/Strand Unit: Myself/Self-identity

Objectives

(Pg. 26 Primary School Curriculum, S.P.H.E)

- recognise and appreciate the similarities and differences between people
- develop an appreciation of and talk about personal strengths, abilities and characteristics

Strand/Strand Unit: Myself and Others/My friends and other people

Objectives

(Pg. 31 Primary School Curriculum, S.P.H.E)

- know how to treat people with dignity and respect

Why use this resource sheet and book?

Using this book and activity sheet will stimulate discussion around people being different and encouraging children to treat people fairly regardless of gender or skin colour.

It will allow children to develop their own understanding by asking questions and challenging their own concepts and ideas around identity.

It can be used to introduce the concept of stereotypes in a safe way through a fictional lens and encourage them to challenge stereotypes in their daily lives.

Questions:

- ❖ What kinds of things did Grace like to do?
- ❖ Who did she live with? How many different types of families can you think of?
- ❖ What was Grace's problem in the story?
- ❖ How do you think this made her feel?
- ❖ How was the problem solved?
- ❖ List five words to describe Grace's character.
- ❖ What do you think Grace will do when she grows up?
- ❖ When people expect people to ALWAYS be a certain way because of their gender or skin colour, this is called a stereotype. Can you think of some other examples? Are these true?

Follow up activities

- **Think-Pair-Share Activity:** Discuss common stereotypes that they have experienced in their life.
- **Class Activity:** Retell the story as a whole class activity.
- **Written Response:** Write an imaginative diary entry as Grace on the day of the performance.
- **Drama Response:** Conscience alley for Grace with mother and grandmother on one side and Raj and Natalie on the other side.
- **Class debate:** Women's soccer should be shown on television.

Gender Expression

Third and Fourth Class

This resource will help you:

- teach about individuality and difference
- discuss how people can feel different on the inside to how we see them
- encourage students to be true to themselves

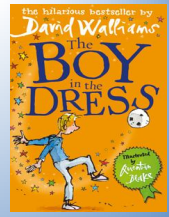
Key themes:

- feeling different
- not conforming to the expectations of others
- finding your true self

Diversity focus:

- can be used as a metaphor for for transgender

"The Boy in the Dress"
by David Walliams



Why use this resource sheet and book?

Using this book and sheet will stimulate discussion around people being different and encouraging children to be accepting of difference.

It will allow children to develop their own understanding by asking questions and challenging their own concepts and ideas around identity and expression.

It can be used to introduce the concept of transgender people and show the issues they experience in trying to be what they are not and the happiness they feel in living life as their true selves.

Subject: S.P.H.E

Strand/Strand Unit: Myself/Self-identity
(Pg. 38 Primary School Curriculum, S.P.H.E)

Objectives:

- recognise, describe and discuss individual personality traits, qualities, strengths, limitations, interests and abilities
- explore the factors that influence his/her self-image
- realise that each person has a unique contribution to make to various groups, situations and friendships

Strand/Strand Unit: Myself and Others/My friends and other people

(Pg. 47 Primary School Curriculum, S.P.H.E)

Objectives

- respect and show consideration for the views, beliefs and values of others

Questions:

As this is a chapter book, various questions may come up throughout the story about being different, how it feels, how you are treated and how you overcome those feelings to become proud of who you are. Some general questions might be...

- ❖ Why was Dennis different?
- ❖ What way did that make him feel?
- ❖ How did others react?
- ❖ What makes you different?
- ❖ How do you feel about it?
- ❖ What helps you feel confident about yourself?

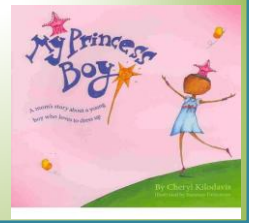
Follow up activities

- **Activity:** Children write/draw what makes them special or different from others.
- **Class Discussion:** Discuss with the class times when we feel different from others and how we feel and what way we are treated.
- **Class Debate:** Boys and girls should only wear clothes from the boys' and girls' sections of shops.
- **Art Response:** Use a variety of media and have the children design their own piece of clothing that they would wear that they think represents who they are.

Gender Identity

Junior and Senior Infants

"My Princess Boy"
by Cheryl Kilodavis



This resource will help you:

- teach about individuality
- discuss how people can feel different on the inside to how we see them
- encourage students to be true to themselves

Why use this resource sheet and book?

Using this book and sheet will stimulate discussion around people being different and encouraging children to be accepting of difference.

It will allow children to develop their own understanding by asking questions and challenging their own concepts and ideas around identity and expression.

It can be used to introduce the concept of transgender people and show the issues they experience in trying to be what they are not and the happiness they feel in living life as their true selves.

Key themes:

- feeling different
- not conforming to the expectations of others
- finding your true self

Diversity focus:

- can be used as a metaphor for transgender people



Subject: S.P.H.E

Strand/Strand Unit: Myself/Self-identity

Objectives

(Pg. 26 Primary School Curriculum, S.P.H.E)

- recognise and appreciate the similarities and differences between people
- develop an appreciation of and talk about personal strengths, abilities and characteristics

Strand/Strand Unit: Myself and Others/My friends and other people

Objectives

(Pg. 31 Primary School Curriculum, S.P.H.E)

- know how to treat people with dignity and respect

Questions:

- ❖ Why was princess boy special?
- ❖ How did his parents treat him?
- ❖ What did he like to do?
- ❖ What makes you special?
- ❖ How would we treat the princess boy if he came to our class?
- ❖ How do you think he would feel if he could not wear his dress?
- ❖ How did his brother treat him?
- ❖ How do we treat people who are different than ourselves?

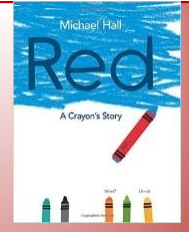
Follow up activities

- **Think-pair-share:** Ask the children to think of how they would treat the princess boy if he was a new child in their class.
- **Discussion Activity:** Discuss with the children what made the princess boy different and ask what makes them different.
- **Art Response:** Draw a picture of the special people in your life and talk about the things that make them special and different.
- **Art Response:** Draw all the kind words we would use to make friends with people if they felt left out or different.

Gender Identity

First and Second Class

"Red: A Crayon's Story"
by Michael Hall



This resource will help you:

- teach about individuality and difference
- discuss how people can feel different on the inside to how we see them
- encourage students to be true to themselves

Why use this resource sheet and book?

Using this book and sheet will stimulate discussion around people being different and encouraging children to be accepting of difference.

It will allow children to develop their own understanding by asking questions and challenging their own concepts and ideas around identity and expression.

It can be used to introduce the concept of transgender people and show the issues they experience in trying to be what they are not and the happiness they feel in living life as their true selves.

Key themes:

- feeling different
- not conforming to the expectations of others
- finding your true self

Diversity focus:

- can be used as a metaphor for transgender people



Subject: S.P.H.E

Strand/Strand Unit: Myself/Self-identity

Objectives

(Pg. 26 Primary School Curriculum, S.P.H.E)

- recognise and appreciate the similarities and differences between people
- develop an appreciation of and talk about personal strengths, abilities and characteristics

Strand/Strand Unit: Myself and Others/My friends and other people

Objectives

(Pg. 31 Primary School Curriculum, S.P.H.E)

- know how to treat people with dignity and respect

Questions:

- ❖ What was the crayon's name?
- ❖ What problem did he have?
- ❖ What did his friends do to try help him?
- ❖ What kinds of things did the other crayons say about him?
- ❖ How do you think he felt?
- ❖ What did the Berry crayon ask him to do?
- ❖ What did he discover about himself then?
- ❖ How do you think he felt then?
- ❖ Sometimes people that look like boys can feel like they are really girls on the inside and people that look like girls can feel like they are really boys on the inside. How do you think this would feel?

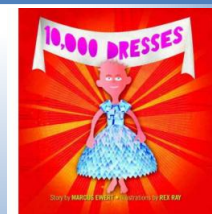
Follow up activities

- **Art Response:** Choose your favourite colour and draw all the things that are usually that colour.
- **Think-Pair-Share Activity:** Discuss the ways in which people are different from each other.
- **Class Activity:** Create a list of things the crayons can now draw with their friend Blue.
- **Drama Response:** Create still images from the story. Thought track the pupils in role as crayons.
- **Creative Writing:** Rewrite the story from the perspective of the yellow crayon.

Gender Identity

Third and Fourth Class

"10,000 dresses"
by Marcus Ewert



This resource will help you:

- teach about individuality and difference
- discuss how people can feel different on the inside to how we see them
- encourage students to be true to themselves

Why use this resource sheet and book?

Using this book and sheet will stimulate discussion around people being different and encouraging children to be accepting of difference.

It will allow children to develop their own understanding by asking questions and challenging their own concepts and ideas around identity and expression.

It can be used to introduce the concept of transgender people and show the issues they experience in trying to be what they are not and the happiness they feel in living life as their true selves

Key themes:

- feeling different
- not conforming to the expectations of others
- finding your true self

Diversity focus:

- can be used as a metaphor for for transgender people

Subject: S.P.H.E

Strand/Strand Unit: Myself/Self-identity

Objectives:

(Pg. 38 Primary School Curriculum, S.P.H.E)

- recognise, describe and discuss individual personality traits, qualities, strengths, limitations, interests and abilities
- explore the factors that influence his/her self-image
- realise that each person has a unique contribution to make to various groups, situations and friendships

Strand/Strand Unit: Myself and Others/My friends and other people

Objectives

(Pg. 47 Primary School Curriculum, S.P.H.E)

- respect and show consideration for the views, beliefs and values of others

Questions:

- ❖ What do you think this book is about?
- ❖ Who was your favourite character, why?
- ❖ What similarities are there between us and the character in the story?
- ❖ Why was she sad?
- ❖ What helped her?
- ❖ What makes you special?
- ❖ Why do you think there are there boys' and girls' sections in shops?

Follow up activities

- **Activity:** Children write/draw what makes them special or different from others.
- **Class Discussion:** Discuss with the class times when we feel different from others and how the way we are treated influences how we feel.
- **Class Debate:** Boys and girls should only wear clothes from the boys' and girls' sections of shops.
- **Art Response:** Use a variety of media and have the children design their own piece of clothing that they would wear that they think represents who they are.

LGBT Families

Junior and Senior Infants

This resource will help you:

- teach and talk about different family types
- discuss the role of individuals in families
- bring visibility to different family types in an informal way

Key themes:

- families come in all different shapes and sizes
- families do things together
- all families love one another

Diversity focus:

- family in the book is headed by two women



Subject: S.P.H.E

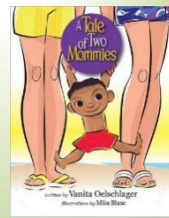
Strand/Strand Unit: Myself and others/Myself and my family

Objectives:

(Pg. 20 Primary School Curriculum, S.P.H.E)

- identify and name the people who constitute a family and appreciate that all family units are not the same
- realise that he/she belongs to a family and that each person has a place and a role within the family
- explore the things that families do together
- realise how families take care of, support and love each other
- explore and acknowledge many things that can be learned at home

"A Tale of Two Mommies"
by Vanita
Oelschlagel*



Why use this resource sheet and book?

Using this book will stimulate discussion around different family types. It will allow children to develop their own understanding by asking questions and challenging their own concepts and ideas around family types. It can be used to introduce the concept of families with two mums, two dads, single parent families and so on. It shows how families act in similar ways.

*Also available: A Tale of Two Daddies

Questions:

- ❖ Where is this story set?
- ❖ What are the children talking about?
- ❖ What kinds of things do the boy's parents help him with?
- ❖ What does he take responsibility for himself?
- ❖ Who is in your family?
- ❖ What type of things do your family do for you? Who helps you with each one?
- ❖ What things do you take responsibility for yourself?
- ❖ What things do you learn at home?
- ❖ In this family, there are two mothers and a little boy. What other kinds of families can you think of?

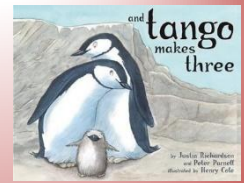
Follow up activities

- **Drama Response:** In groups, create still images of members of a family helping each other. Thought track the children in role to express what they are thinking (by getting children to make a freeze of their activity and then by tipping them on their shoulders, each describes what they are thinking).
- **Class Activity:** Have each child complete and illustrate a different page to create a class book based on the story e.g. 'Who helps you when you're sick? helps me when I'm sick'. Multiple children can complete the same sheet to show different perspectives.
- **Art Response:** Draw your own family web, including pictures of the different people (similar to a tree but can have many links in different directions).

LGBT Families

First and Second Class

“And Tango
Makes Three” by
Peter Parnell
and Justin
Richardson



This resource will help you:

- teach and talk about different family types
- discuss the role of individuals in families
- bring visibility to different family types in an informal way

Key themes:

- two male gay penguins 'adopt' a baby egg
- relationship between two gay penguins

Diversity focus:

- can be used to introduce how some families adopt children
- how two gay people can adopt



Why use this resource sheet and book?

Using this book will stimulate discussion around different family types. It will allow children to develop their own understanding by asking questions and challenging their own concepts and ideas around family types. It can be used to introduce the concept of families with two mums or two dads and show that all families act and behave in similar ways. It can also introduce the concept of how some families adopt.

Subject: S.P.H.E

Strand/Strand Unit: Myself and others/Myself and my family

Objectives:

(Pg. 31 Primary School Curriculum, S.P.H.E)

- identify and talk about those who live at home and recognise that homes and families can vary personal names, sex, physical description, characteristics
- recognise his/her role and place in the family unit and the contribution made by each member to the family
- appreciate his/her own family and identify ways in which members of families can help, support and care for each other.
- explore many of the things that are learned in families, both practical and otherwise.

Questions:

- ❖ What is your favourite part of the story?
- ❖ Why did the penguins look after the egg?
- ❖ What might have happened if they didn't keep the egg warm?
- ❖ How did the penguins feel when the egg hatched?
- ❖ How did the baby penguin treat them?
- ❖ What names would the baby penguin call his parents?
- ❖ What made the family special?

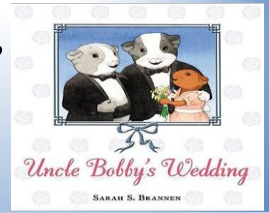
Follow up activities

- **Think-Pair-Share Activity:** Why did the penguins feel different?
- **Class Activity:** Draw a picture of your family and how they look after you.
- **Written Response:** Write a letter to the zoo asking how the penguins are getting on.
- **Art Response:** Draw your favourite zoo animal and their families.
- **Drama Response:** In groups, create still images of members of Roy and Silo at different parts in the story. Thought track the children in role to express what they are thinking.

LGBT Families

Third and Fourth Class

"Uncle Bobby's
Wedding" by
Michael Hall



This resource will help you:

- explore marriage of family members
- explore what it is like to have a gay relative
- explore when relationships change for children of relatives who get married

Key themes:

- having a relative who is gay
- having a close relative who gets married

Diversity focus:

- features a wedding with a same sex couple

Why use this book?

Using this book will stimulate discussion around family types. It will allow children to develop their own understanding by asking questions and challenging their own concepts and ideas around family types. It can be used to introduce the concept of families with two mums, two dads, single parent families and so on. It shows how families act in similar ways.. It can also establish visibility for marriage equality



Subject: S.P.H.E

Strand/Strand Unit: Myself and others/Myself and my family

Objectives:

(Pg. 46 Primary School Curriculum, S.P.H.E)

- explore and discuss different kinds of families, recognising that families vary in structure, in the way they communicate and in the way family members spend their time
- recognise that each member has a place and role in the family and contributes to the effective functioning of the family
- explore what belonging to a family means and that family members love, protect provide and care for each other

Questions:

- ❖ What was your favourite part of the story?
- ❖ What things did Chloe enjoy doing with her uncle?
- ❖ Why was Chloe feeling sad about her uncle's wedding?
- ❖ Have you ever been to a wedding?
- ❖ Why is it such a happy occasion?
- ❖ Have you ever had someone in your family get married? Who was it?
- ❖ Why did Chloe enjoy the wedding after all?

Follow up activities

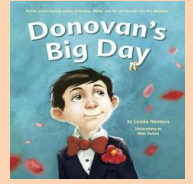
- **Class Activity:** Discuss celebrations or events that the children have attended.
- **Written Response:** Write a story about a special event that they attended with their family.
- **Art Response:** Draw a picture of the special event they attended as a family.
- **Drama Response:** In groups, create still images of different parts in the story. Thought track the children in role to express what they are thinking.



LGBT Families

Fifth and Sixth Class

"Donovan's Big Day"
by Leslea Newman



This resource will help you:

- teach about marriage
- explore the marriage of a parent
- discuss the preparation for big celebrations

Key themes:

- the marriage of a parent
- preparation for an important event

Diversity focus:

- features a wedding with a same sex couple

Why use this book?

Using this book and sheet will stimulate discussion around different family types. It will allow children to develop their own understanding by asking questions and challenging their own concepts and ideas around family types. It can be used to introduce the concept of families with two mums, two dads, single parent families and so on. It shows how families act in similar ways. The book introduces the concept of marriage equality and a gay parent.

Subject: S.P.H.E

Strand/Strand Unit: Myself and others/Myself and my family

Objectives:

(Pg. 46 Primary School Curriculum, S.P.H.E)

- explore and discuss different kinds of families, recognising that families vary in structure, in the way they communicate and in the way family members spend their time
- recognise that each member has a place and role in the family and contributes to the effective functioning of the family
- explore what belonging to a family means and that family members love, protect provide and care for each other

Questions:

- ❖ What things was Donovan doing to get ready?
- ❖ How do you think he felt as he was getting ready?
- ❖ Have you ever had to prepare for a big day?
- ❖ What was the big day?
- ❖ Do you think Donovan was nervous about his special job?
- ❖ Have you ever been to a wedding?
- ❖ Who got married?
- ❖ Do you think Donovan was happy his Mums were getting married?
- ❖ How do you know?

Follow up activities

- **Class Discussion:** What types of celebrations have we attended in our lives?
- **Paired Work:** How did you prepare for your big event? Mention 5 things you had to do.
- **Written Response:** Write a story about a celebration you attended.
- **Art Response:** Draw a picture about a special celebration you attended.
- **Drama Response:** In groups, create still images of different parts in the story. Thought track the children in role to express what they are thinking.