






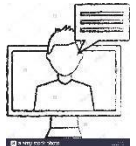



What does a family look like?

 TIME	<p>40 minutes</p>
 No.	<p>At least 6 participants</p>
 MATERIALS	<ul style="list-style-type: none"> • White papers • Markers, colouring pens
 OBJECTIVES	<ul style="list-style-type: none"> • Identify that families can take many forms. • Analyse the stereotypes of families represented online and in the media • Reflect on the impacts of a narrow view of family on individuals and the community
 INSTRUCTIONS STEP BY STEP	<p>Begin this activity by handing out papers and colouring markers to the students. Invite them to quickly sketch what they think a family looks like - not their own family but what is the first picture that comes to their mind when they think about the concept of family. Give them five minutes to finish their sketch and explain to the whole team that you will continue this activity by asking some questions.</p>

	<p>Students will stand up and move to different sides of the room, based on what their picture shows. Designate YES and NO sides of the room, and explain that there is no right or wrong answer—the aim is to start seeing the different ideas people have about family.</p> <p>Ask the following questions, and allow students to move to YES or NO for each one:</p> <ul style="list-style-type: none"> • Does your picture of family have people of different genders? • Does your picture include more than one child? • Does it show more than two children? • Does your picture include more than two adults? • Does it show more than three adults? • Did your picture include a grandparent or someone other than a child or parent? • Does your picture include a location, for example, a house? • Are the adults pictured a couple/married to each other? • Does your picture include any animals/pets? <p>Now that you have gone through the questions, ask students whether there is anything that they would like to their picture of the family and have a go at finishing the sentence “A family is...”.</p> <p>When everyone is finished, take some time for discussion and reflection and any questions that may come up.</p> <ul style="list-style-type: none"> • How did they feel when answering the questions and moving through the room? What thoughts came up? • Did they add anything else to their picture? What was that? • What was their definition of family?
 <p>DISCUSSIONS</p>	<ul style="list-style-type: none"> • It is important to note that students are not asked to draw their own family, but what comes to their mind when they think about family. This can help take the pressure of students who come from families that do not follow the norm of a nuclear family (e.g., have single or same-gender parents, or any other form of family).

	<ul style="list-style-type: none"> • Make it clear that all types of family are valid and normal, and encourage students to avoid commenting negatively on other students' ideas of family. It is possible that some students may have reactions of surprise. This is normal and is not the same as expressing negative beliefs or putting others down. You can frame this surprise by discussing on how some types of family have been less visible than others, leading us to feel surprised that they may even exist.
 HINTS	<p>N/A</p>
 THIS ACTIVITY ONLINE	<ul style="list-style-type: none"> • To implement this activity online ask participants to take their own papers/notebooks and make their sketch. • After everyone is ready you can ask the questions to the whole group and participants can indicate their answer by raising their hands (virtually or manually if they have their cameras open) to indicate a YES. • Alternatively, you can create an online quiz with the questions (e.g., using Google Forms or Mentimeter) and invite participants to vote there. Later you can share the results with the whole group.
 THEORY	<ul style="list-style-type: none"> • Families come in many sizes and shapes, and can include people of different ages and with various connections between them. • However, one form of families, the nuclear family, has been the most commonly recognised type of family. The nuclear family constitutes of two parents (mother and father) and their children, who live in the same house. • Despite the fact that it is now the most commonly recognised form of family, this hasn't been the case for that long; the term itself was coined just about 100 years ago, in the 1920s, and nuclear families became the most common form of family in the US after in the 1950s and 1960s. This doesn't mean of course that this type of family did not exist until the beginning of the 20th century, rather that it was not the most common one.

- Other types and forms of families:
 - **Extended families:** Families where more people from the same (aunts/uncles) or different (grandparents) generations share a home.
 - **Single parent families:** Families led by one parent and their child(ren).
 - **Same-gender families:** Families led by two people of the same gender. They may or may not include children from adoption, assisted reproduction, surrogacy, or previous relationships. Depending on the country, same-gender relationships may or may not be legally recognised, and both parents may not be able to have legal custody of their children.
 - **Families with trans parents:** Families where one or both parents identify as transgender.
 - **Foster families:** Families -typically consisted by a couple- that provide a family home for children who cannot live with their birth parents.
 - **Living apart families:** Families where partners do not share a home.
 - **Polyamory/Polygamy:** Romantic relationships between more than two adults, who may or may not also raise children together and/or cohabit. In most countries it is not possible to be married to more than one person, so polyamorous relationships cannot be legally recognised.
 - Families where two or more adults that are not in romantic relationship with each other cohabit and/or raise their children together.