RELATE Workshop 4: Celebrating Our Own Families and Understanding Other Families

SUBUNITS: FAMILY DIVERSITY, SIBLINGS, LOVE
Materials

Provided in Packet:

- Coloring Sheets (Family)
- People Deck of Cards
- Foundation Worksheet
- Five Languages of Love Worksheet

Not Provided:

- Crayons
- Scissors
- Paper
- Pencil/Pen

Book Suggestions:

- Love is a Family by Roma Downey
- The Family Book by Todd Parr
- Love Makes a Family (portraits of lesbian, gay, bisexual and transgender parents and their families) by Peggy Gillespie
**Focus**
This workshop will teach children to feel pride in their own families as well as appreciate the diversity of other families. Above all, children will learn that it is love that makes a family.

**Agenda**
- Activity 1: Small Group- Getting to Know You
- Activity 2: Small Group- People Deck of Cards
- Activity 3: Large Group- Discussion of the Different Kinds of Families
- Activity 4: Large Group- Story: *The Family Book* by Todd Parr
- Activity 5: Small Group- Uniqueness of Siblings and Me as a Sister or Brother
- Activity 6: Small Group- Love is the Foundation of Our House
- Activity 7: Small Group- People Deck of Cards 2
- Activity 8: Small Group- “Five Languages of Love” and Scenarios
- Activity 9: Small Group- Family Coloring Sheets

**Note:** Small Group/Large Group-
For some activities children are divided into small groups in order to receive more one-on-one attention. It is recommended that small groups be organized according to age/development of the children (Example: Children ages 5-6 should be placed in the same small group). Other activities require the small groups to come together and form one large group. If facilitators find their small groups to be moving at a different pace than other groups, it is ok to do large group activities within individual small groups, but keep in mind that extra materials—such as books and coloring sheets—may be needed.
Activity I: Small Group - Getting to Know You

Time:
15 Minutes

Materials:
- Coloring Sheets (Family)
- Crayons

Instructions:

1) While children are arriving, ask them to sit at the table and color with you until the entire group arrives.
2) During this time, ask questions to get to know them and to make them comfortable with you. Make sure to talk about family because of the family coloring pages. Examples of questions are:
   a. How old are you?
   b. Do you have any siblings?
   c. What is your favorite game to play with your family?
   d. Do you have any pets?
   e. What is your favorite movie/ TV show?
Activity 2: Small Group- People Deck of Cards.

Time:
15 Minutes

Materials:
- People Deck of Cards (copied and printed on cardstock)

Instructions:

1) Facilitators will pass a People Deck of Cards Sheet to every child in their group. Each child should cut out the cards. Facilitators will ask the children to arrange what their family looks like from the cards.
2) Facilitators will point out that not everyone’s family looks the same at their table.
3) Facilitators will ask the children to arrange the cards to create as many different families as they can think of. Children should be encouraged to combine their cards to create larger, more diverse families as well as think about how a family changes over time. This could also be done as a group for younger children.
4) If there is extra time, facilitators will encourage the children to think about families as they change over time. What happens when a big brother moves out of the house? What happens when brothers and sisters become moms and dads? Facilitators will make the point that even when changes happen, families are still families.
5) After this display of different family arrangements, the facilitators will have the children put the cards aside so they can look at them later in the session.
Activity 3: Large Group- Discussion of the Different Kinds of Families

Time:
5 Minutes

Materials:
- Paper
- Pencil

Instructions:

1) Children will come together into a large group for a discussion of different kinds of families. Facilitators should ask the children thought-provoking questions, such as:
   - What kinds of families did you create?
   - Was everyone’s family the same?
   - What does everyone’s family have in common (love, laughter, kindness, teamwork, etc.)?
   - What is important for a family to have?
   - Do you think it is important how a family looks or how a family acts?

2) Facilitators should write down the children’s answers as they see the children at their tables respond.
**Activity 4: Large Group** - Story: *The Family Book* by Todd Parr

**Time:**
10 Minutes

**Materials:**
- *The Family Book* by Todd Parr

**Instructions:**

1) A facilitator will read the children *The Family Book* by Todd Parr. This time should be a reflection of feelings and a chance to expand the definition of family.

2) Facilitators can pause and ask the children what they think the characters are feeling.

3) The end of the story is an opportunity to ask what kinds of families they know about.
   - For example:
     i. Adoptive Families (forever parents, birth parents, adoption agencies)
     ii. Families living with other families (friends, extended family)
     iii. Deceased parents/siblings
     iv. Grandparents raising children
     v. Divorced Families
     vi. Step parents
     vii. Two Families
     viii. Two moms/ two dads
Activity 5: Small Group - Uniqueness of Siblings and Me as a Sister or Brother

Time:
25 Minutes

Materials:
- Paper
- Crayons

Instructions:

1) Facilitators will ask the children what they know about their sisters and brothers that makes them unique and special. For younger children, ask them what they like about their brothers or sisters. Each child will draw 2-4 pictures or write 2-4 ideas of what makes the sibling special and important.

2) When all of the children are done, a facilitator will ask the children to share about their siblings. Each child should be given an opportunity to tell the group about each sibling, their name, unique qualities, and anything else the child would like the group to know about their sister or brother.

3) The discussion will proceed in this manner until all children have had the opportunity to share. The facilitator can split up the discussion by having an introduction of older sisters first, then younger brothers, then older brothers, then younger sisters- or any order that seems fun or appropriate.

Note: Children without siblings may use cousins, friends, or even their parents. The focus is to appreciate differences.
Activity 6: Small Group - Love is the Foundation of Our House

Time:
15 Minutes

Materials:
- Foundation Worksheet
- Crayons

Instructions:
1) Facilitators will have children complete the Love is the Foundation of Our House worksheet.
2) Fill in the bricks under the house with words or pictures that represent what makes a family (love, patience, kindness, laughter, activities families do together).
3) Children may draw their family (either their family now or their family in the future) in the house.
<table>
<thead>
<tr>
<th>Love</th>
<th>Reading Books</th>
<th>Laughing</th>
<th>Talking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hiking</td>
<td>Forgiveness</td>
<td>Celebrations</td>
<td>Helping</td>
</tr>
<tr>
<td>Hugs</td>
<td>Nice Words</td>
<td>Vacations</td>
<td>Obeying</td>
</tr>
<tr>
<td>Cuddling</td>
<td>Patience</td>
<td>Playing Games</td>
<td>Going to Church</td>
</tr>
</tbody>
</table>

Activity 7: Small Group - People Deck of Cards 2

Time:
10 Minutes

Materials:
- People Deck of Cards (copied and printed on cardstock)

Instructions:

1) Facilitators will ask children to get out their People Deck of Cards again.
2) Facilitators will again ask the children to arrange the cards to create as many different families as they can think of. Facilitators will point out that they thought of many different kinds of families this time.
3) After this display of different family arrangements, facilitators will encourage the children to continue thinking of different families as they go home and go to school.
Activity 8: Small Group - “Five Languages of Love” and Scenarios

Time:
10 Minutes

Materials:
- “Five Languages of Love”
- Scenarios

Instructions:

1) Facilitators will explain each of the five languages of love to the children.
   a. Hugs: Love is shown by hugs, kisses, or cuddling.
   b. Time: Love is shown by spending time together (story time, cooking, talking).
   c. Helping: Love is shown by helping (cleaning, holding doors).
   d. Gifts: Love is shown by giving gifts (birthday presents, making cards).
   e. Kind Words: Love is shown by saying nice things (“I like you,” “I love you”).
2) Facilitators will then read the following scenarios to the group of children.
3) After each scenario, the facilitator will ask the group what kind of love they thought each family was showing (based on “Five Languages of Love”)
4) For younger children: Introduce the five languages of love and shortly discuss each one. If they seem interested, read the scenarios.

Note: These “Five Languages of Love” were adopted from Gary Chapman’s The Five Love Languages: How to Express Heartfelt Commitment to Your Mate
Five Languages of Love

Hugs

Kind Words

Helping

Gifts

Time

Great Job!
Scenario 1: Jacob

Jacob is four years old. His mother is a teacher and his father works on the computer from home. Jacob usually gets to spend a lot of time with his parents. This week his mother had to work late every night for parent-teacher conferences and his father was more busy than usual on the computer. Jacob was feeling like his parents didn’t have time for him. Jacob’s mother and father noticed that he seemed sad. They made a date with Jacob for Friday night to make his favorite dinner, read books, and play games all night. What kind of love were Jacob’s parents showing him by setting aside some time to spend with him?

Quality Time

Scenario 2: Rebecca

One week ago, Rebecca’s mom took a trip to Texas for her work. Today, she is coming home. Rebecca’s grandma took her and her brother, Michael, to meet their mom at the airport. Rebecca’s grandma asked her and Michael what they missed about their mom most. Rebecca said, “I missed the way Mom tucked me into bed at night.” Michael said, “I missed Mom’s kisses.” Just then, Rebecca’s mom stepped off the escalator. “MOM!” Michael and Rebecca exclaimed. They both ran to give her a hug. “I missed you guys,” Rebecca’s mom said with a smile. “We missed you too, Mom,” Rebecca said. “I got you two a present from my trip,” Rebecca’s mom reached into her briefcase and pulled out a book. Good Night Texas was the title. “Thank you, Mom,” Rebecca and Michael said together. “You’re welcome. I love you both very much.” What did Rebecca and Michael’s mom do to show that she loved them?

Gifts
Scenario 3: Joey and Sam

It was bedtime for Joey and his brother, Sam. Sam had been reading books before bed and didn’t have much to clean up. Joey, on the other hand, had been playing with play dough and had a big mess to clean up. Without being asked, Sam began to help Joey clean up his mess. Surprised, Joey asked his brother why he was helping when he didn’t even make the mess. Sam replied, “Because you’re my brother and I love you.” How did Sam show Joey that he loved him?
Scenario 4: Chris

Chris just started playing hockey. He wasn’t quite as good as the other kids yet. During his first game Chris tripped and the other team scored a goal. Chris’s coach told him to sit out the rest of the game. Chris was feeling really discouraged. After the game, Chris’s dad put his arm around his shoulder and told him how proud he was. Chris was confused. His dad bent down to look him in the eye and said, “You skated and played the best you could and for that I am proud of you. You are a great kid, Chris.” Chris began to feel better about his game and look forward to his next one. What did Chris’s dad do to show him that he loved him?

Kind Words
Scenario 5: Bella

Bella woke up in the middle of the night with a bad feeling in her tummy. She called down the hall for her mom, “Mom...” Bella’s mom came quickly. “Are you alright, honey?” “I don’t feel so good,” said Bella. Bella’s mom crawled in bed beside her, “Would you like me to rub your back?” Bella nodded. She felt better already. *How did Bella’s mom show her love?*

*Hugs*
Activity 9: Small Group- Family Coloring Sheets

Time:
10 Minutes

Materials:
- Coloring Sheets (Family)
- Crayons

Instructions:

1) If needed, facilitators will use this time to continue discussion and answer any questions.
2) It may be helpful to have the children try to identify different kinds of families.
3) Facilitators should stress the importance of recognizing and accepting different kinds of families in their homes, in their communities, and in the world.