**EduBox 1: Social relations and networks in the context of globalization**

**Session 1: Families, family diversity and networks**

**Session plan**

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| **Topics/ Content** | **Learning objectives** | **Learning outcomes** | **Sources** |
| Introduction  Aims and learning objectives  Families and family diversity   * Families * Family and kinship * My family tree * Families as networks   Take away message  Reflection questions  Task  Sources | The general aim of this session is to sensitise and raise awareness for family diversity, one’s own family structure and to introduce the family tree as a tool to analyse family structures and viewing family as networks. | After this session, students are expected to   * Be able to explain family trees and relations, * Draw and explain your own family tree using kinship terminology, * Be able to compare family relations based on family trees, and * Be able to reflect upon social relations within families and of families as networks. | Coface (Confederation of family organisation in the European Union) 2012. Transnational families and the impact of economic migration on families. Brussels <http://coface-eu.org/en/upload/03_Policies_WG1/2012%20COFACE%20position%20on%20Transnational%20Families%20en.pdf>. (04.04.2016)  Haralambos, Michael, Martin Holbron & Robin Heald. 2000. Sociology: themes and perspectives. London: Collins  Iken, Adelheid 1999. Women-headed Households in Souther Namibia. Frankfurt: Iko-Verlag für Interkulturelle Kommunikation/ Gamsberg Macmillan.  Pries, Ludger 2004. Integration als Raumentwicklung - Soziale Räume als Identifikationsräume. <http://134.147.141.194/pdf/publ-2004_lp_integrationalsraumentwicklung.pdf> (04.04.2016)  Statistisches Amt für Hamburg und Schleswig-Holstein 2014. Statistik informiert… Nr. IX/2014. <https://www.statistik-nord.de/fileadmin/Dokumente/Statistik_informiert_SPEZIAL/SI_SPEZIAL_IX_2014_komplett.pdf> (5.5.2016) |

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| **Slide titel** | **Method and time frame** | **Comments** |
| Introduction | Associations concerning family  Activate students  3 minutes | Use class diversity to stimulate for the topic |
| Introduction | Watch short youtube  3 minutes | Bring in a diversity of values and thoughts with regard to family and family values |
| Family and kinship  Exercise | Use the family tree of Brangelina to review of symbols to draw a family tree  3 minutes |  |
| My family tree  Task | Use content to develop a family tree  15 minutes | The exercise takes up a comparatively long time whereby some students will be faster than others simply because of the family size. But the exercise is well suited to stimulate discussion and also show the relevance of the topic for intercultural interaction. |
| My family tree  Task | Use family tree to indicate differences in household and family  2 minutes |  |
| My family tree  Task | Use family tree to indicate migration patterns  2 minutes |  |
| My family tree  Task | Compare family trees  3 minutes | Should bring out differences in family set ups |
| My family tree  Exercise | Use Brangelina’s family to highlight complexities  3 minutes | Can be done alternatively or only in case family complexities are not shown by participant’s trees |
| Families as networks  Task | Indicate support networks within family set-up  3 minutes | Here the link between family structures and networks should be highlighted |
| Reflection | Read the short case study about Aris and InSun and note down where you discover differences in family values and the challenges this may bring about.  3 minutes | The short case study should introduce students to topics related to family, social relations, communication and interaction. |