

EduBox 3: Social and business networks and relations

Session 2: Families as primary social networks

Session plan

Topics/ Content	Learning objectives	Learning outcomes	Sources
<p>Learning outcome</p> <p>Objectives</p> <p>Lead-in</p> <p>Family structures</p> <ul style="list-style-type: none"> • Nuclear, extended, and single parent families ▪ Changes in family structures <p>Families as primary social networks</p> <ul style="list-style-type: none"> ▪ Kinship and family relations ▪ My family tree ▪ Family functions <p>Summary and reflection</p> <p>Home assignment</p> <p>Sources</p>	<p>At the end of these sessions, students will be able to</p> <ul style="list-style-type: none"> ▪ explain differences and changes in family structures within Germany and across several countries, ▪ describe and analyse family functions and relations, ▪ visualise their own family as a network, and ▪ discuss the implications of family ties on social relations. 	<p>Students identify their family as a social network with their kinship relations and functions and themselves as networked individuals</p>	<ul style="list-style-type: none"> ▪ Bibel, Nora. 2017. Family Comes First. Berlin: The Green Box ▪ Coface (Confederation of Family Organisations in the European Union) 2012: Transnational families and the impact of economic migration on families. Brussels ▪ Haralambos, Michael, Martin Holbron & Robin Heald. 2000. Sociology: Themes and perspectives. London: Collins ▪ OECD 2011. Doing better for families. http://www.oecd.org/els/soc/47701118.pdf (22.2.2017) ▪ Peoples, James & Garrick Bailey 1991. Humanity – An Introduction to Cultural Anthropology. New York et al. West Publishing Company ▪ The World Family Map 2017. Mapping Family Change and Child Well-Being Outcomes. https://worldfamilymap.ifstudies.org/2017/files/WFM-2017-FullReport.pdf (22.8.2018)

Slide title	Method and time frame	Comments
Introduction to the EduBox 03 and session 01		
Learning outcome	Explanation 3 min	One could also leave the set of slides without any elaboration
Objectives	Explanation 3 min	One could also leave the set of slides without any elaboration
Topics		
Lead-in	Activate students 3-12 minutes	There are different options to lead into the topic. If students are asked to watch the video sequence, this takes longer than three minutes
Family structures	Input 6 minutes	Introduction to different types of family structures raising awareness of the diversity of families types
Family structures, changes	Input/Discussion 6 minutes	Show in figures that there is a variety of family structures in Germany and that same sex-marriages, patchwork family and other forms of families add to the diversity. Also indicate that there are changes with regard to family structures.
Family structures, changes	Activities 15-25 minutes	If time allows students can use the world family map to study differences in family structures across the world and discuss trends. This can also be carried out in teams, who then present their findings.
Families as networks, Kinship and family relations	Input 12 minutes	The terminology of kinship is relatively easy to understand and is needed to draw a family tree. The example of the transnational family is important in order to highlight that many families today are dispersed within and across countries.
My family tree Task	Use content to develop a family tree	The exercise takes up a comparatively long time whereby some students will be faster than others simply because of their family size. But the exercise is

	15 minutes	well suited to stimulating discussion and also showing the relevance of the topic for intercultural interaction.
My family tree Task	Activity 15 minutes	Use family tree to indicate differences in household and family structures, indicating migration patterns and different set-ups.
My family tree Family functions	Activity	Use the personal family tree to think about the different functions of a family.
Summary	Input	
Reflection	Group work/ Discussion 5-15 minutes	Depending on time available, there are two options for the reflection part. The first one takes about 15 minutes and serves in particular as an opportunity to reflect on family functions and their diversity. The second option is an open discussion which requires a lot less time.
Home assignment		This is a brief home assignment with a drag and drop component, which primarily reviews the kinship terminology and aspects of identity. Alternatively or as a preparation before coming to class the working paper by Prof. Dr. Adelheid Iken and Dr. Peter Witchalls on 'Families and social relations in the context of changing family structures' can be read. The task would then be to answer the following questions: What are major changes with regard to family structures? How are these changes reflected in family orientations? How can the study of family structures and relations help us to understand behavioural differences?
Sources		