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BE-IN: Best Innovative Practices for an Inclusive and Emotional Education to face early school leaving in Europe



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Unit Framework Sociology Lesson Plan *Family* Age: 17

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Anthropolis is a public benefit non-profit association in Budapest, Hungary. It promotes the values of cultural relativism, participatory approaches, citizens' empowerment and awareness on global issues. It has created and facilitated media and awareness raising campaigns, educational programs, workshops and trainings, e-learning courses and documentaries focusing on the topics of global learning, cultural heritage of minorities, fair trade, migration, gender equality and contemporary slavery.



Citizens in Power (CIP) is an independent non-profit, non governmental organization from Cyprus that addresses the needs and demands of people through their involvement in social and civic life and by simultaneously providing them with innovative material and free trainings related to a variety of fields, such as education, inclusion, entrepreneurship and life-long learning.



Forum for Freedom in Education (FFE) is a well-recognized civil society organization in Croatia, active in the field of training, education and youth since 1992. Its innovative, high-quality programs provide support to young people, teachers and schools, youth workers, university lecturers and professionals working with children and youth in the educational and social welfare systems. The programs of learning advancement, civic and health education, skills of nonviolent conflict resolution and improvement of school management are designed for those stakeholders.



Oxfam Italia Intercultura (OII) is a social cooperative founded by Oxfam Italia and Centro Documentazione di Arezzo working on its national territory in programs of inclusion, reception and integration of vulnerable groups with a focus on migrant populations, schools, local authorities and asylum seekers.



Südwind has been working in development education and awareness raising for the last 40 years. It has become one of the lead organizations in the field of Global Citizenship Education, Global Education, awareness raising programs for global and development issues and sustainable development (SDGs). Its resource centers for Global Education provide trainings for teachers, educators and decision makers and directly support schools on Global Education programs through, for example, workshops and educational material.



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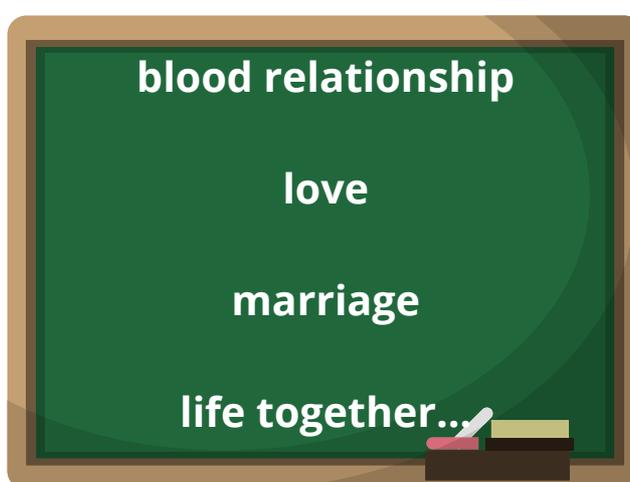
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Step 1: MOTIVATION

At the beginning of the lesson, let the students listen to the song *We are family* by the group Sister Sladge (<https://www.youtube.com/watch?v=uyGY2NfYpeE>), dance together, sing if the song is familiar to your students.

Then ask the students what/who makes a family. Encourage them to briefly comment in pairs and then share some characteristics with everybody. We expect:



Write it on the board or if you have the conditions for it (internet, smartphones), students can share their answers through the free Mentimeter app (<https://www.mentimeter.com/>).

Step 2: INPUT PRESENTATION

To help them remember some more characteristics, show the following photos on the projector: The Simpson family, the Full House family, the Modern Family family, look for a picture of a polygamous family... add any other examples you think they will find interesting or that is unusual for you students. Now ask them to complete the list of characteristics you made together at the beginning of the lesson.

Try to come up with a definition of family together using the characteristics that the students mentioned the most.

Then show them the definition from the textbook and comment on any differences between their definitions and this one: family is a relatively permanent group connected by kinship, marriage or adoption, whose members live together, cooperate economically and care for offspring (Fanuko, 2013).



Step 3: FOCUS

Prepare four tables and divide the students into 4 groups - explain to them that they will now become experts and that they need to explain to the rest of the class different terms they find on a table, using a Sociology book. One group will be tasked with recognizing the difference between nuclear and extended family and explain it to others.

The second group will need the same, but their topic is the way the family lives (matrilocal, patrilocal, neolocal).

The third group defines inheritance and become experts in the interpretation of patrilineal, matrilineal and bilineal inheritance.

The fourth group will explain the patriarchal, matriarchal and egalitarian family, when it comes to power relations in the family and who makes the most important decisions. (adapt the task to the curriculum of the subject in your country)

Let the students themselves choose a creative way to explain the concepts to others (prepare various materials for various options):

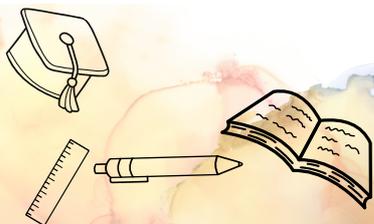
let them act out several family situations, draw a comic strip, they can give examples of famous families, characters from movies or literary works - whichever way suits them in order to creatively present the concepts that need to be learned to others and help them remember them more easily. Encourage them to compete with each other in the creativity and innovation of how they will complete the task.

If someone really wants to work independently or wants to change the group, make it possible for the students.

Step 4: PRACTICE

Paste the printed photos of the family from the beginning of the lesson on the walls of the classroom. Let each group try to define whether the family from the photo is: nuclear or extended; matrilocal, patrilocal or neolocal; patrilineal, with matrilineal or bilineal inheritance; patriarchal, matriarchal and egalitarian family. Let them write their conclusions on post-it papers and stick them under the pictures. As a help, you can show them brief explanations of each term via ppt.

Students can do this activity in pairs or individually, depending on what suits them better.





Step 5: LANGUAGE

Ask the students if it was difficult for them to put the families shown into the offered categories. Talk about how society changes and so does the family, and how important it is to remember that certain divisions don't always work.

In this part, students will need to search on Google "Family in _____" (name of student's country).

Let them study what representations of the family appeared dominantly. You can do the same activity by having students study old magazines/advertising flyers that you will bring to school.

Then have them finish the following sentences individually or in pairs:

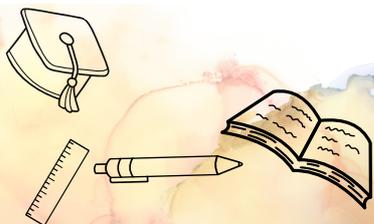
A typical _____ (name of country) family is _____.

In the media, the family is most often shown as _____.

You can also prepare several answers and let them choose between them (multiracial, white race, higher socioeconomic status, low socioeconomic status; with two children (boy and girl), heterosexual two-parent families etc.

The third option is to prepare several photos that you find on a internet and to give students to select which one is a typical in there country, city, on a internet / in a media.

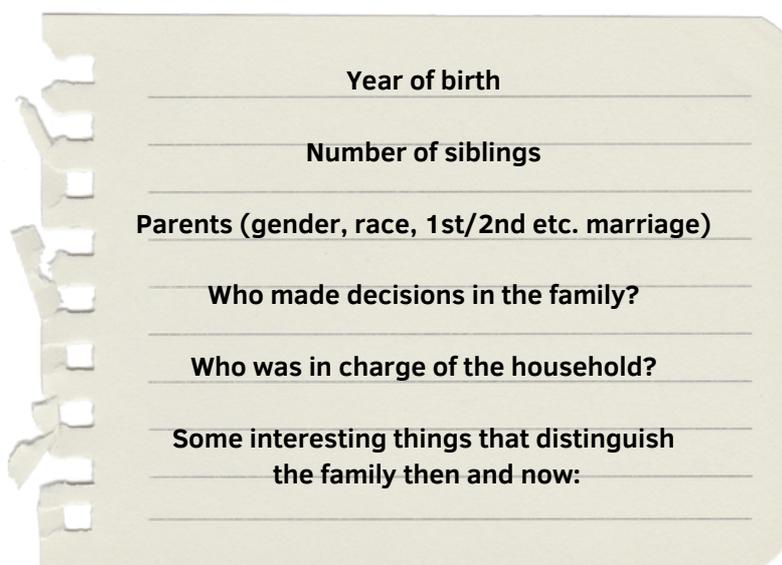
Than have a short talk: Do you think your family is typical compared to the dominant type of family in your country? How does the media affect our perception of family and what is desirable and expected in society? What about those who don't have a "typical" family? How can we contribute to making everyone feel good and safe talking about their family, regardless of whether it is typical in the eyes of the environment and the media (and in the eyes of textbook you use) or not?



Step 6 : FOLLOW UP

For homework, the students will do an interview with their oldest household member (or it can be a neighbor, a friend's grandmother) and have them research what kind of family they were born into. Let them pay special attention to the differences between the families of that time and modern ones that we have mentioned. Also, let them reflect on the question of power in the family (who worked, who decided about money, who was listened to...).

For easier follow-up, you can prepare a paper with key guidelines for students to record their answers (for example):

A light-colored, spiral-bound notebook page with a torn left edge. It contains several lines of text for an interview form, each followed by a horizontal line for writing.

Year of birth

Number of siblings

Parents (gender, race, 1st/2nd etc. marriage)

Who made decisions in the family?

Who was in charge of the household?

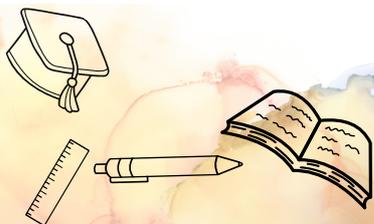
Some interesting things that distinguish the family then and now:

Step 7 : TESTS/ASSESSMENT

All students briefly present the results of their interview: let them make a poster, a digital map, write a short composition or just present some interesting things they learned / several important quotes.

Let this task be an introduction to the new lesson about patriarchy and its influence on the world and our everyday life.

Reference: Fanuko, N. (2013). *Sociologija: udžbenik za gimnazije*. Profil.



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