

ROUTE 2

FAMILY AND FRIENDS

**Step by step to an active and
democratic citizenship**

**Concept and coordination
learning routes by**

WIM KRATSBORN



12-25 years

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Come to gather

Routes, themes and steps

Aims

The basic questions and aims of the project To-Gather are:

1. What is going on in society and how can you gather knowledge about that?
2. How can you look at Europe from different perspectives?
3. How are the past, present and future linked with each other?
4. How can you develop your own identity as a democratic citizen in Europe in an active, cooperative, creative and empathic way? What does it mean to you and to the other?
5. How can you use aesthetics to understand reality, the self and the other?
6. What are the multi-cultural norms and values of the framework of human rights?
7. How can the 'multiple choice identity' and 'the five minds for the future' be developed in 'the multiple society'?

The 5 Themes

The five core themes of To-Gather are 'Identity', 'Family and Friends', 'Good Work', 'Migration and Mobility' and 'The Other' because they play an important role in the life of each individual as well as for society as a whole. Each route has its very own and special atmosphere, because they were all designed in different countries and for each route in different combinations. Wim Kratsborn and Tessa Schinkel were involved in the design of all the routes. The To-Gather team used multiple intelligences and differentiated sources, tools and working forms in order to balance structured and flexible learning. Route 1 'Identity' was designed in Slovenia and the Netherlands with music. Route 2 'Family and Friends' was designed in Portugal and the Netherlands with drama. Route 3 'Good Work' was designed in

Denmark and Slovenia with design. Route 4 'Migration and Mobility' was designed in Latvia and the Netherlands using objects and an exhibition and Route 5 'The Other' was designed in the Netherlands and Slovenia with performance. I will explain the structure of each route later. The themes can be imagined as a cycle or a spiral, because it starts with the own person, and then slowly expands towards the Other in relation to the self.

Real Life Learning

To-Gather is about 'real life learning'. We focus on the Other and it is important to us that the learner can transfer all issues to the own reality. To-Gather is also about knowing the unknown in order to make the worldview bigger. We do that in an aesthetical way, using music, art, drama, design, educational gaming, imagination, images and dance. It is about the own attitude within the framework of human rights.

The 5 Learning Routes

The five routes are in essence a cycle or maybe a spiral, starting with self related to the other in route 1 and ending in route 5 with the other related to the self. In the meantime the learner has gathered more knowledge, further and deeper insight and a better attitude. In the first two learning routes, 'Identity' and 'Family and Friends', we look at the private life and get a deeper understanding of the own 'bubble'. What is the relation between the self and the Other and what does it mean for the personal life within the family and among peer-groups. In Route 3 'Good Work' the learning space is widened to the creation of the own life-environment. Concretely the children design their own playground. Route 1, 2 and 3 are about the own private world and about the question how the own 'bubble' is linked to Europe. In Route 4 'Migration and Mobility' and Route 5 'The Other', the learning space is further extended to Europe and

the rest of the world. Why are people migrating and what are the consequences for the land of arrival and the land of departure? The final route 'The Other' is an opportunity and invitation to get to know and mix different philosophies of life. An extra task is the organisation of a festival and this may be done after each route or after all the 5 routes have been followed. The own learning process can be visualised through a festival and shared with other learners in Europe using www.to-gather.org.

Each route follows 7 Steps as a way to develop active and democratic citizenship. The learners are invited to open their senses, gather knowledge, solve real life problems, communicate, create and present a product. This enables the own reflection and application of the subjects into reality.

The 7 Steps

Each step is a phase in the learning process and a step towards an own identity as a citizen: 'the zone of proximal development' (Vygotsky). It is a learning-and a living-strategy. Step 1 is a sense opener. What does the subject mean to the learner? Step 2 is based on knowledge and theory and in Step 3 this knowledge is applied in reality. In Step 4, the learners communicate and reflect on the previous steps and prelect on the next ones. Step 5 is the preparation and Step 6 the presentation of the theme. Step 7 is a reflection and an integration of the route into reality and the own behaviour. What can I get out of this and how can I use it for my own life? The structure and phases of each route are essentially the same for the four age-groups. However, the age-groups 3-6/7-11 and 12-16/17-25 are combined in the route-handbook, while the suitability of the tasks for the age groups is carefully indicated. Differentiation is realised according to the level of knowledge, the working and presentation forms and as a result, a learner could follow each theme four times between the ages 3 and 25 years.

The Structure

For the learning routes Tessa Schinkel and Wim Kratsborn designed a special structure that's useful in all the routes and themes. It provides general information for teachers in 'Come to gather' and continues to give a more detailed description for each theme in 'Hold the line', explaining the aims and giving a visual overview in the organizer 'The Bubble'.

'Braindrops' provides some theoretical background information with links to the book 'Europe makes sense' and other useful literature as well as aesthetical sources such as music, images and websites. Last but not least, each route is presented in 7 Steps for the learner and the teacher. Each step for the Learners Route is structured by 'Learner', 'Teacher', 'To-Gather' and 'Option'. Each step in the teacher route starts with preparation and then items are linked to the learners route. Learners will find attachments while teachers find a useful collection of knowledge, didactical tips and links to sources of knowledge, material and good practice from To-Gather-schools.

Even though there is a global structure that each student from 3-25 years should follow, we adapt to specific age-groups in terms of knowledge, working form and the materials used. But we also want to leave some space because each Step is a source of inspiration for you to develop further. As a To-Gather teacher you can use the basic structure we provide and adapt it to the level of your learners as well as to the educational setting of your country. We realized that it is impossible to produce one European learning route, because of big differences in education in Europe. However, we believe that every European will benefit from the To-Gather approach to learning as well as from the topics discussed. We witnessed a great diversity of ideas about learning strategies, didactics, level and ability of the learner and there's nothing wrong with that. Children in Ljubljana, for example, learn in a way that is completely different to what children do in the Netherlands. For example in Latvia the level of knowledge is higher and the children start to develop empathy and citizenship already about 2 years old. Students in Denmark learn more freely and creative, while students in Portugal and Latvia ask the teacher to give knowledge and a clear structure. Feel free to follow the route as we designed it or make and take your own steps and create a route that is suitable for your circumstances. That is exactly what the learners and teachers did during our practical tests between 2006 and 2009. Just make sure to share your experiences on www.to-gather.org. We will be happy to facilitate a lively discussion on

our website between teachers all over Europe because in our eyes, collaboration is the way forward.

The challenge of To-Gather, the European Multiple Choice Identity project is to design learning routes that are concrete and open, structured and flexible, knowledge-based and creative, learner-centred and teacher-centred, individualistic and cooperative, universal and diverse, national and European. We give basic knowledge and we try to find a balance with creative learning. It's up to you to gather more knowledge or to find other creative working forms or tools. The route is learner-centred, but in each step you have a guiding as well as a leading role by giving knowledge or instruction. That's why we also designed a teacher route next to a learner route. The route for the age-group 3-11 are directed to the teacher, while the routes for 12-25 are directed to the student. Furthermore we emphasize cooperative learning, but in some steps the learner has to work individually. Also the assignment is individual. Finally we try to be multi-perspectivistic by looking at a theme from different cultural and national points of view, while leaving for an own interpretation. Each route is about sharing responsibility of the learner and the teacher and each step is meant as an anchor during the learning and teaching process. We give material and suggestion and it's up to you how to use it with your own children or students in your own country. We are looking forward to hear your feedback on www.to-gather.org.

Hold the line

The aim of this route is to develop 'a democratic way of life' in the family and with friends as a result of dealing with difference, conflict, freedom and responsibility. This route is also about applying Route 1 'Identity' in real life and understanding citizenship, children's and human rights. The student should know the right information and be aware of having rights and responsibilities, even inside his own bubble. The learner should reflect on the own identity and on how to solve problems and conflicts as a good citizen. The sources of inspiration are the tests and original material that was developed at schools in Porto, Groningen, Riga and Ljubljana between 2006 and 2009.

The family is an intense subject because it is where we come from. It is the first point of contact with life and social life and it influences us in our way of making sense of ourselves and the world. The family accompanies us for good or for bad. Family and friends can make you feel happy, but also sad. That a family can also hurt children, students or adults became very obvious during our tests of this route. Family is a very deep and concrete subject and even more so, when music and drama are used as entry points. For young people in Europe, family and friends are very essential, but maybe that is global, a human thing. Young people in Europe are living inside a bubble and in order to become a 'multiple choice identity', it is essential to know, understand and respect other kinds of families and friends. There all kinds of families like core family, great family, broken family, homo-family, LAT-family, single person family, adoption family, multi-cultural family etcetera.

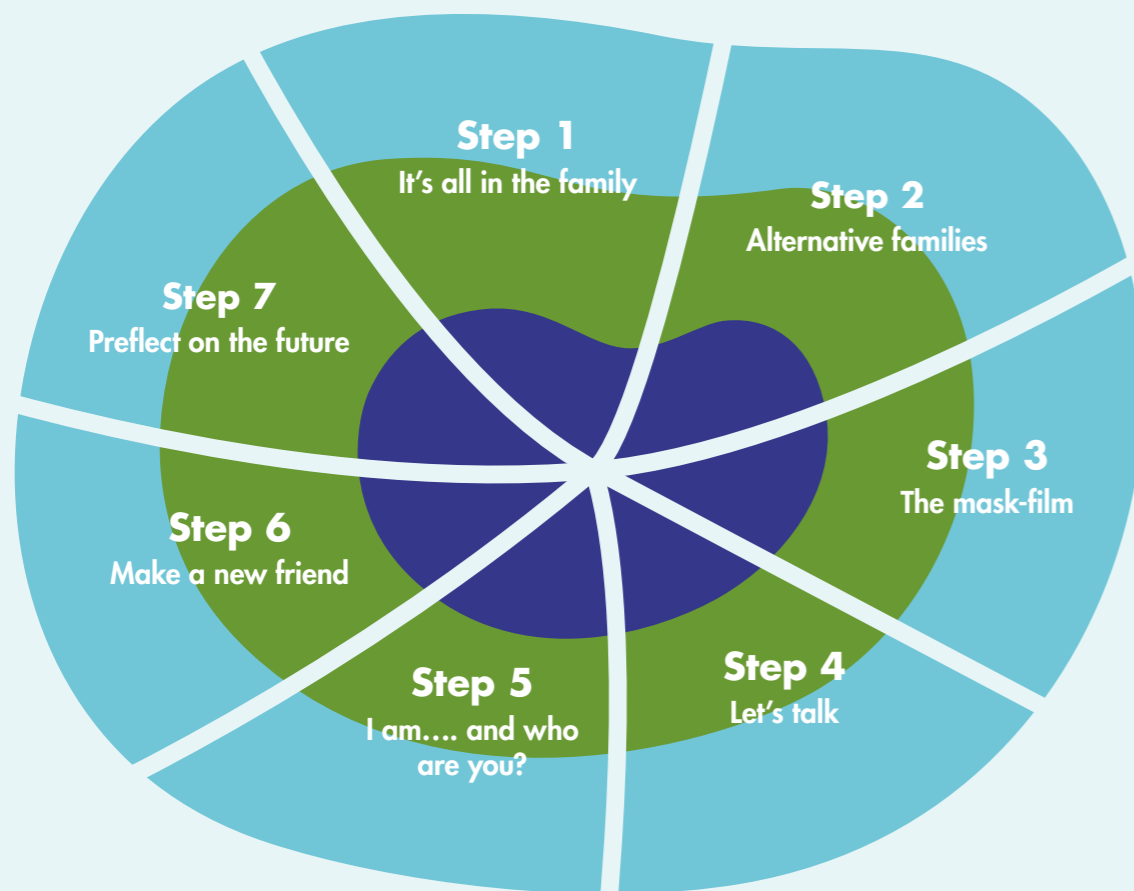
For this route, Family and Friends, we chose drama as a learning, working and presentation form. Each step is a phase in the own development within the circle of family and friends by opening senses, gathering knowledge, solving problems in reality, communicating, creating and presenting a product and finally reflecting on it and transferring the route into reality.

The route is like a long performance including role-plays, masks, musical mixes, stories and a teaser to make a new friend. Step 1 is the sense-opener to the own family with drama and music and 'The Table Talk'. In Step 2 the teacher talks about alternative families using different entry points. The dilemmas inside the family are activated in Step 3 through the mask-film 'The family'. This is real life learning. Step 4 is about real communication about the family with other students in Europe. The focus of Step 5

is the own peer-group. What are friends? Who are your friends? How can you make new friends that are not like you? The students present themselves in Step 6 in a short and interesting role-play as friends who are looking for new friends, who are different then the self. The idea of including others is about enriching the own peer-group with the Other. The To-Gather-website also offers space for a 'multilogue', where young people from all over Europe can become part of the diverse and multiple 'To-Gather community'. It is about meeting young people who are different. Step 7 is about reflection on the route and about future plans.

Aims

- 1 To learn about different roles, values and norms in the family through drama and masks.
- 2 To learn about the history of the own family and families in other countries of Europe
- 3 To learn to know, understand and respect other kinds of families.
- 4 To develop problem-solving and empathy according to the roles in the family and link that to their own family.
- 5 To learn to activate citizenship and children's / human rights in relation with family and friends.
- 6 To know what friends are for and how and why they should make new friends outside 'the bubble'.
- 7 To learn how to develop an own 'multiple choice identity' inside the family and among the 'peer group' (community).



Braindrops

Read 'A story of Europe', 'This is the life', 'Youth of today', 'Plug in To-Gather' and 'Braindrops' in 'Europe makes sense'. How do you people live inside the family and in their peer group? How is this related to 'the multiple society' and to the learning strategy?

Gather music about family and friends
A lot of music is made about the family and specific the father, the mother, the sister and the brother. Even more music is made about friends.

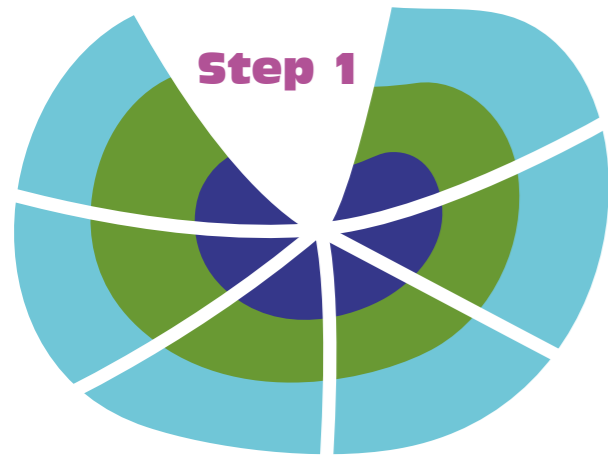
Books about life-styles

Link: <http://www.edu.pe.ca/southernkings/familylinks.htm>

Go to 'Five dimensions', Geert Hofstede

Go to: 'Core reflection' and 'Onion Diagram', Fred Korthagen

Read 'Atlas of European values'.
Chapter about family.



Sense opened citizen

Aims

- To open the senses towards roles in the family and apply that to 'family-stories'.
- To reflect on Route 1 and on the different aspects of their youth identity.
- To gather knowledge about rituals of their own family and family in general.

To-Gather

Discussion in small groups about how you are influenced by your own family. Who is the boss in your family? How do the family-members along with each other? Listen to the song 'Family portrait' by Pink (see attachment 1) and talk about the family in the song. Are there any secrets in the family or topics that can bring up discussions? What about freedom, authority, the use of drugs, going to church or their choice in making friends? Share music about the family. Are there things you would like to change? Can your friends be involved in these discussions, how are their friends related to your family? With whom do you spend more time?

Teacher: He gives the instruction about the Table Talk.

To-Gather

Listen to 'The Table Talk' (see attachment 2) about a family having a conflict.

What is the conflict? Each music instrument expresses a certain emotion and person of a family. This emotion may be emphasised by the volume, tempo or melody. What differences are there between a drum and violin?

Each member or instrument is trying to achieve something. The Table Talk may be a starting point for a drama performance (mime) or a script for a role-play. The second time the learners listen from the viewpoint of a certain person/instrument in the Table talk such as the sister or the father.

Learner

Discuss as 'a family' the situation, the roles and try to solve the problem and make a role-play (with or without speaking).

To-Gather

Each task-group/family presents the role-play. The groups discuss the problem of each character. They reflect on their own family and on 'family' in general. The other students respond to the issues shown in the performances and discuss the way the conflicts are being solved (or not). What different emotions have you seen? How are the family-members and friends getting on with each other? Are these relations changed in the end or not? Can you think of another solution? Are there things you would like to change? Can your friends be involved in these discussions, how are their friends related to their family? With whom do you spend more time?

To-Gather

Homework: the students interview their parents or grandparents about their history, education and experience inside their family. Put the gathered materials in the To-Gather Bag and take it to school for Step 2. How did the (grand)parents grow up and in what time? How were they educated by their parents? Who was the boss in their family? How did they spend their time together? Did they also have discussions with their parents when they were young? If so, what were these discussions about?

Teacher's route

Step 1

Preparation

- Listen to the Table Talk. What is the secret or conflict of this family? What different emotions do you hear?
- Choose different characters and listen to the Table Talk from their point of view.
- Start by looking at your own family-history. How did your family members get along with each other?
- What family-rituals/rules did you know? Did you like them or not, did you ever cross them?
- You may collect some pictures or other material that belonged to your family.
- What material, which stories do you wish to share with your pupils?
- Read the paragraph about drama by Layla Radjab in 'Europe Makes Sense'.

Activity

Visit a theatre performance, if possible based on a family-story. Look carefully at the actors, how they talk, move and how the relations between the characters evolve. You might consider watching a Greek tragedy because these stories are often about family-tragedies combined with the question of moral justice (personal versus social justice). You might consider taking your pupils to the performance and discussing the play afterwards.

The table talk

- Think about how much you have to tell the class before.
- Music is a concrete and deep way of communication. React on the emotions of students.
- Try to build the participation of the students it up step by step.
- Ask students if they have the same emotional experience with music that they like.
- After the Table Talk, the students build groups of the same characters and discuss their role. This is a new perspective.

Family portrait

By: Pink
Submitted By: Foxyness6956@bolt.com
Last Corrected by:
Browneyedangel06@yahoo.com

Uh, uh, some deep shit, uh, uh
Momma please stop cryin, I can't stand the sound
Your pain is painful and its tearin' me down
I hear glasses breakin as I sit up in my bed
I told God you didn't mean those nasty things you said
You fight about money, bout me and my brother
And this I come home to, this is my shelter
It ain't easy growin up in World War III
Never knowin what love could be, you'll see
I don't want love to destroy me like it has done my family
Can we work it out? Can we be a family?
I promise I'll be better, Mommy I'll do anything
Can we work it out? Can we be a family?
I promise I'll be better, Daddy please don't leave
Daddy please stop yellin, I can't stand the sound
Make mama stop cryin, cuz I need you around
My mama she loves you, no matter what she says its true
I know that she hurt you, but remember I love you, too
I ran away today, ran from the noise, ran away
Don't wanna go back to that place,
but don't have no choice, no way
It ain't easy growin up in World War III
Never knowin what love could be, I've seen
I don't want love to destroy me like it did my family
Can we work it out? Can we be a family?
I promise I'll be better, Mommy I'll do anything
Can we work it out? Can we be a family?
I promise I'll be better, Daddy please don't leave

In our family portrait, we look pretty happy
Let's play pretend, let's act like it comes naturally
I don't wanna have to split the holidays
I don't want two addresses
I don't want a step-brother anyways
And I don't want my mom to have to change her last name
In our family portrait we look pretty happy
We look pretty normal, let's go back to that
In our family portrait we look pretty happy
Let's play pretend, act like it comes naturally

In our family portrait we look pretty happy
(Can we work it out? Can we be a family?)
We look pretty normal, let's go back to that
(I promise I'll be better, Mommy I'll do anything)
In our family portrait we look pretty happy
(Can we work it out? Can we be a family?)
Let's play pretend, act like it comes naturally
(I promise I'll be better, Daddy please don't leave)
In our family portrait we look pretty happy
(Can we work it out? Can we be a family?)
We look pretty normal, let's go back to that
(I promise I'll be better, Daddy please don't leave)
Daddy don't leave
Daddy don't leave
Daddy don't leave
Turn around please
Remember that the night you left you took my shining star?
Daddy don't leave
Daddy don't leave
Daddy don't leave
Don't leave us here alone
Mom, I'll be nicer
I'll be so much better, I'll tell my brother
I won't spill the milk at dinner
I'll be so much better, I'll do everything right
I'll be your little girl forever
I'll go to sleep at night

Daddy don't leave...daddy don't leave

http://www.youtube.com/watch?v=_Kwu8kanyFw

The table talk

'Table Talk'

The family is an intense subject because it is there and will be there for a long time for good and/or for bad. Sometimes the family hurts children, students or adults. During a test in a primary school in Groningen a few years ago, and the children became very upset when we talked about their family at home. That is why I decided to make a musical mix, which I called the 'The Table Talk' in order to make it easier for them to talk about family. It worked, because the children could use the music and the table talk to discuss their own feelings. The mix is about a conflict within a family. Different instruments represent different people of the family and these instruments communicate with each other about the conflict.. The father is the drum , the mother the synthesizer, the sister the violin, the brother the guitar and the friend is the sitar. The children have to find out what is going on and how the family-members react on each other. The Table Talk is about the Indian boyfriend of the sister. The father and the brother both react in a negative way and the mother tries to calm them down. Often children understand more then they know. This is a concrete example of good practice in creative learning and in using aesthetics. The aim is to activate the own family and the own role. The music made it possible for the children to talk about their family-life without painful feelings. I used 'The Table Talk' many times in workshops all over Europe and it made people laugh and sometimes cry. Music is a direct and concrete sense opener that can touch your feelings deep inside.

You may follow this scenario:

1. The students listen to the Table Talk in groups of five.
2. Let them listen again and give each student a role: the father, the mother, the sister, the brother and the friend. When they listen again, they focus on the own role. The groups may be the same groups as in Route 1.
3. Let the group search for the 'secret' conflict.
4. What is their opinion about the own role and the other roles?
5. They talk about a solution for the conflict.
6. They continue the Table Talk as a role-play. They may use words or mime to the music.
7. They show the follow-up. How is the conflict in the Table Talk being solved? Share it with the other students.

Roles:

Father: *drums*
Mother: *synthesizer*
Sister: *violin*
Brother: *guitar*
Grandfather: *saxophone*
Grandmother: *piano*
Boyfriend: *sitar*



Knowledge based citizen

Aims

- To concentrate on their own 'life history' and on different kinds of families in their own and also in different cultures.

To gather knowledge and respect for alternative families.

To-Gather

The learners talk about the history of their own family using the material in their 'To-Gather Bag'.

Option:

(Grand)Parents are invited to talk about their youth and the students play their story in a role-play.

Learner

Collect information, pictures and poems, music or movies about different kinds of families in Europe (see attachment 4). Depending on the topics you wish to discuss, you may choose for the next educational movies on YouTube

- Get Educated About Homosexuality (American cartoon, is homosexuality a physical or mental disorder?).
- Gay Teens coming out (a music-clip without speech with young boys coming out) Coming Out (a short movie, where a girl of 16 is confronted with the reaction of her family and friends).
- Homosexuality – An Educational Movie (an American black and white movie about homosexuality).
- A racist family (An American family tells about their prejudices toward other cultures/races).
- La Solution – Comedy – Short movie about racism in France (black young people and their experiences).
- Absent Fathers (2004) Educational Video PSA (teenagers growing up without a father).

To-Gather

Circle talk about: What is a family? What does it mean to me?

Design a Field of View about the concept of 'family' in a powerpoint or a clip related to the past (left

field), the future (right field), the idea of the family (upper field) and the daily life (lower field). Is my family different or the same? Are there cultural differences between families? (see attachment 5) Share your Field of View with the other students.

Teacher

He teaches from several entry points that a family may look different.

- He also integrates the To-Gather Bag by focussing on material from the bag.
- What kind of families exist in the past and the present?
- Married with or without a children .
- Multi-cultural families.
- Adoption-family.
- Single parent family.
- Extended family with parents, grandparents and child/children.
- Unmarried with or without children.
- Same sex families with or without children (homo-family).

To-Gather

Discuss what kinds of families exist in the present? What different kinds of families do you know in your own city, your country and in other European countries?

Learner

The learners gather all kinds of information about problems/dilemmas in the family.

Teacher's route

Step 2

Preparation

- Make contact with teacher(s) in other countries/quadrants. Communicate about wishes and fears in the family. Maybe they can contribute.
- Read the paragraph about drama in 'Europe Makes Sense' and instructions.
- Take a look at the site www.edu.pe.ca/southernkings/familylinks.htm, and look under 'what are the family types?'

General Information

Give a historical overview of the concept of 'family' in your country and Europe. In the past few decades, the world has seen major changes in the face of the family. The variety of forms a family may take includes for example a single parent family or a homo-family with two fathers. You may show this site to your pupils to start the discussion about family. Gather more information about existing kinds of family and also in different cultures in text, pictures, movies or music. Start a discussion with this material and the given websites. Let the students watch the clips and reading on the website before a session. A family form or structure does not indicate how healthy the family is or how they function. A family form is merely the physical make-up of the family members in relationship to each other without respect to roles and function. What holding points or anchors can you think of during the discussion?

Activity

The students fill out the Field of View as an imagination of looking at the family from different perspectives. Reflect on the family from the past, the future, a concept or from daily life. They may use words, images and music.

Organise a meeting with your pupils and their family-members outside the classroom. Show one or more of the internet sites or video clips or other material to start the discussion. What kinds of families are represented in the audience? Invite a family-member as a guest-speaker. Discuss what cultural/religious/social conflicts exist inside families in order to get deeper insight in the family.

Body of knowledge

Families in Europe today

What is the European understanding and tolerance when it comes to marriage, family and partnership today? In recent history we witnessed a range of different cultural patterns concerning family, marriage and partnerships: arranged marriages – to establish political connections between countries and kin; love marriages; nuclear families; divorce and second marriages; stepparents and stepchildren; and more recently, same sex marriages. These different cultural patterns are a product of changing ideological, cultural and religious beliefs that have established a somewhat diverse European way of living that was not always supported by legislation. And as both mobility and migration have increased and new ways of living have entered the European household, we are yet again bound to redefine what the essence of family and partnership is.

In the past few decades, the world has seen major changes in the face of the family. Since 1975, the divorce rate has doubled resulting in the increase of single-parent households, remarriages and extended families. This is a discussion of the many definitions and changes of the concept of 'family' in Europe. Most of the time when a person thinks of the definition of a family, the image of a mother, father and children is what comes to mind. This is the definition of a nuclear family, which is parents, and one or more children. However, there are more definitions that can be used to define a family such as a single-parent family or extended family, when a nuclear family or single-parent family lives with extended family members.

Family units take a variety of forms, all of which involve individuals living under one roof. The family-form or structure does not indicate how healthy or 'functional' the family. The family-form is merely the physical makeup of the family members without definition of roles and function.

One of the primary functions of the family is to produce and reproduce people, biologically and socially. Thus, one's experience of one's family shifts. From the perspective of children, the family is a family of orientation: the family serves to locate children socially, and plays a major role in their enculturation and socialization. From the point of view of the parent(s), the family is a family of procreation the goal of which is to produce and acculturate and socialize children. However, producing children is not the only function of the family; in societies with

a sexual division of labor, marriage, and the resulting relationship between two people, is necessary for the formation of an economically productive household. A nuclear family includes a husband, wife and children or a mother, father, and their biological or adoptive descendants, often called the traditional family. The nuclear family was most popular in the 1950's and 60's. The nuclear family can be a nurturing environment in which to raise children as long as there is love, time spent with children, emotional support, low stress, and a stable economic environment. In nuclear families, both adults are the biological or adoptive parents of their children. However, today we find many other forms of families consisting for example of one parent and his or her children or two parents of the same sex with children. In some families, a woman may have children with more than one man or a man may have children with more than one woman. The system refers to a child who shares only one parent with another child as a "half-brother" or "half-sister." For children who do not share biological or adoptive parents, English-speakers use the term "stepbrother" or "stepsister" to refer to their new relationship with each other when one of their biological parents marries one of the other child's biological parents.

One of the most striking changes in family structure over the last twenty years has been the increase of single parent families. In this family there is only one parent in the household raising the children. In 1970, the number of single parent families with children under the age of 18 was 3.8 million; by 1990 the number had more than doubled to 9.7 million. For the first time in history, children are most likely to live in a single parent family for reasons other than the death of a parent.

In the western society the single parent family has been growing more accepted and has begun to truly make an impact on culture. The majority of single parent families are more commonly single mother families than single father. These families face many difficult issues besides the fact that they have to raise their children on their own, but also have to deal with issues related to low income. Many single parents struggle with low incomes and find it hard to cope with other issues that they face including rent, child care, and other necessities required in maintaining a healthy and safe home.

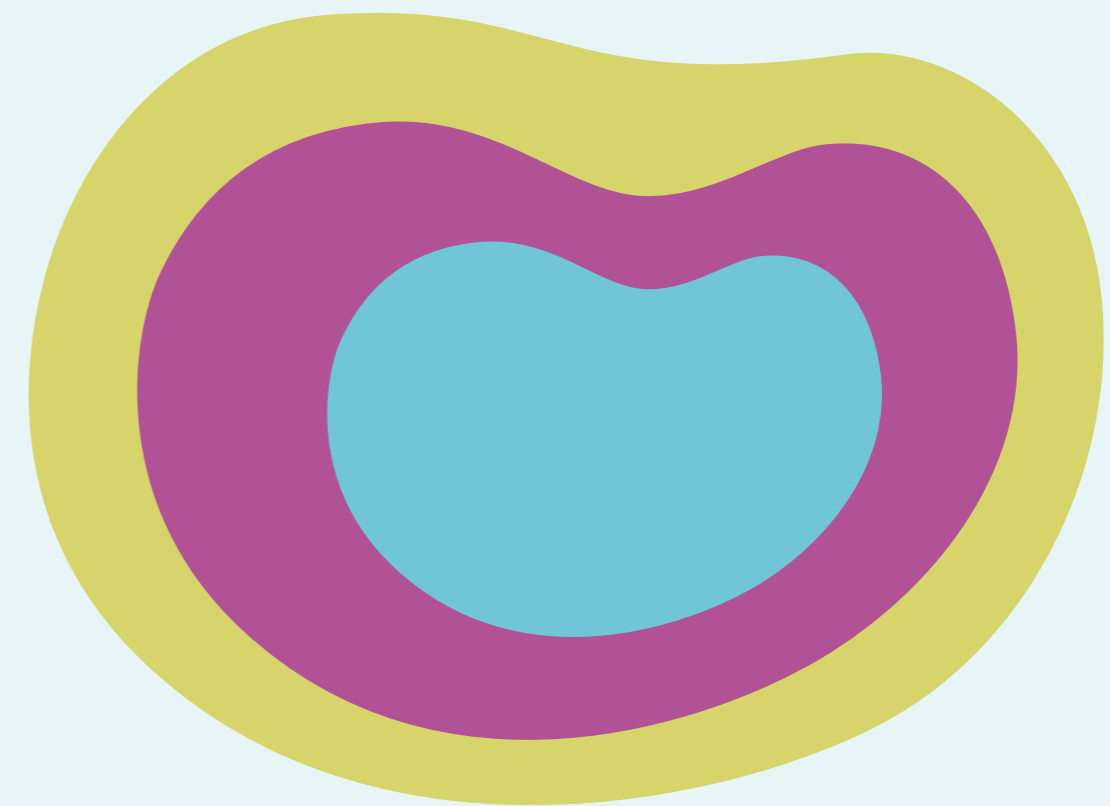
Contemporary society generally views family as a

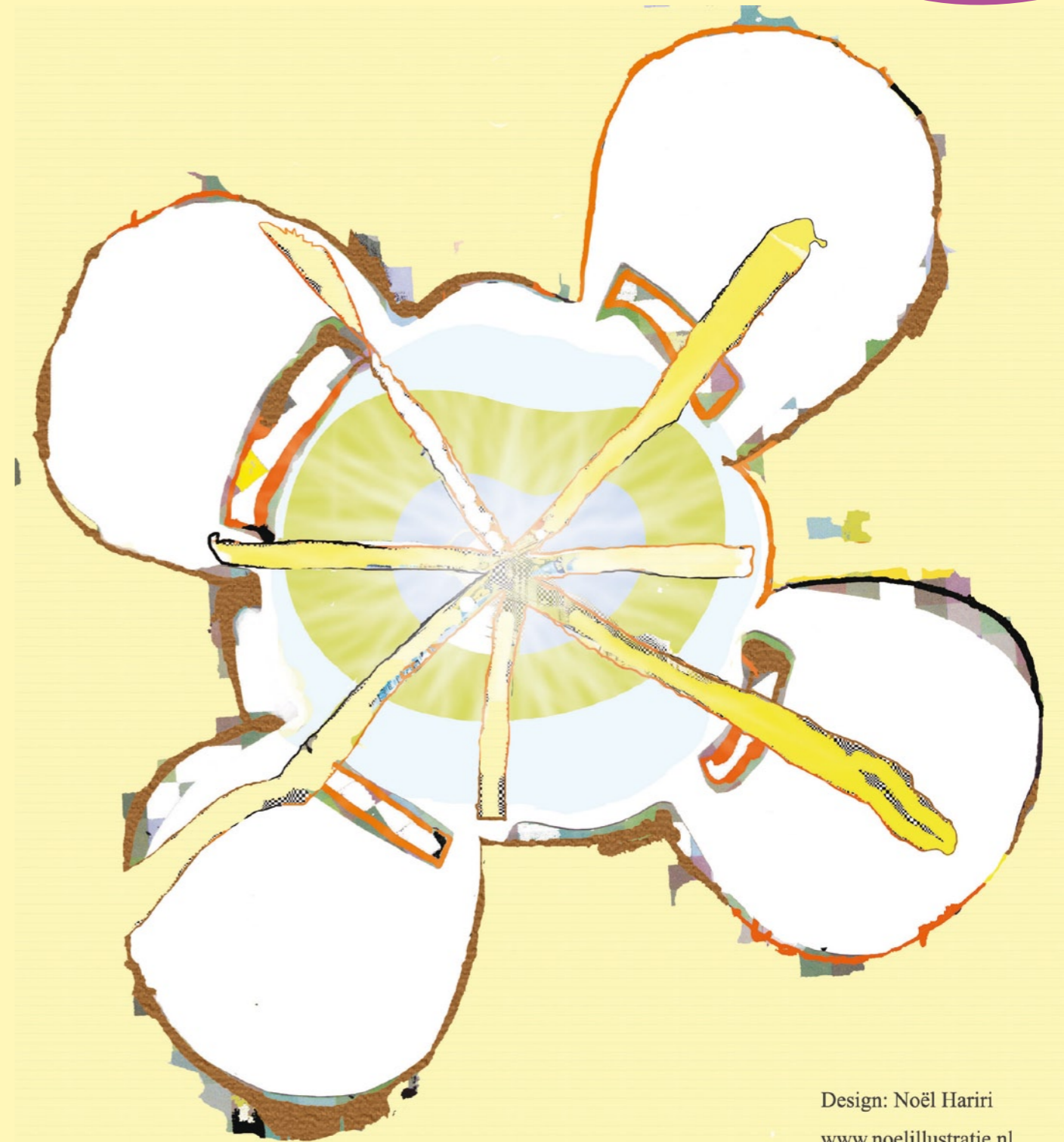
haven from the world, supplying absolute fulfillment. The family is considered to encourage "intimacy, love and trust where individuals may escape the competition of dehumanizing forces in modern society from the rough and tumble industrialized world, and as a place where warmth, tenderness and understanding can be expected from a loving mother, and protection from the world can be expected from the father. However, the idea of protection is declining as civil society faces less internal conflict combined with increased civil rights and protection from the state. To many, the ideal of personal or family fulfillment has replaced protection as the major role of the family. The family now supplies what is "vitaly needed but missing from other social arrangements".

Social conservatives often express concern over a purported decay of the family and see this as a sign of the crumbling of contemporary society. They feel that the family structures of the past were superior to

those today and believe that families were more stable and happier at a time when they did not have to contend with problems such as illegitimate children and divorce. Others dispute this theory, claiming "there is no golden age of the family gleaming at us in the far back historical past".

Families still are the foundation of society. It's where we come into the world, are nurtured and given the tools to go out into the world, capable and healthy—or we aren't. While families have the greatest potential for raising healthy individuals, they can also wound their members in places that will never heal. When families break down and fail to provide the healthy nurturing we need, the effects impact not only our own lives, but also our communities. The question is how do young people today look at their selves and the different of family they are raised in? How do they look at European tolerance when it comes to marriage, family and partnership today.





Design: Noël Hariri
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Problem-solving citizen

Aims

- To learn how to deal with controversial issues and try to find a solution.

To-Gather

Watch the mask-movie 'The family' (www.to-gather.org).

Use the topics you discussed in Step 2.

The mask-movie ends with a cliff-hanger: the son has to make a choice between his friend or his family.

Listen to the song 'Mother sweet mother' by Audiofeel on 'Sound for Europe'

Discuss the mask film : what kind of family do you see? What might be the secrets that are revealed?

How do the family-members react to those secrets?

How do the students look at the different characters, with whom or which point of view do they identify themselves?

Learner

Divide the students into small groups ('families').

They choose one of the different characters from the mask-movie. What is the point of view of their character, how does he or she look at the given situation?

They think of an ending: how will the story of the son and his friend come to an end? Who will the son choose: his friend or his family? Are there any alternative solutions possible?

Three possibilities

1. Scenario One: The friend tries to convince the son, that he should stay home.
The son wants to leave his parents to be free.
2. Scenario Two: The friend tries to convince his friend, the son that he should leave home.
The son wants to stay home because he doesn't want to hurt and disappoint his parents.
3. Free scenario.

To-Gather

Each 'family' presents their scene to the other pupils. The audience discuss the ending and decide to complete, improve or change the ending.

Teacher

Instruct the 'families' on how to make their own mask-movie with an ending. You could decide to make your own masks (see attachment 6 and 7).

To-Gather

Put these movies on the website. Watch the movies together and discuss the way the characters are related, the choices that are being made and how the stories end. What differences/similarities can you see?

Option:

A guest-speaker of an organisation for family or youth/problems and/or young people who have left home.

Teacher's route

Step 3

Preparation

Gather information about problems in the family in Europe.

- Invite a guest-speaker(s) who is a specialist in problems in the family.
- Read the paragraph about drama and masks in 'Europe Makes Sense'.
- Listen to the song 'Mother sweet mother' on the cd 'Sound for Europe'.

The mask-movie 'The Family'

The movie is about a conflict in the family. The son has a homosexual relation and is using soft-drugs.

The father reacts negatively on this situation and the mother tries to calm him down. In the end, the son has to decide between his friend and his parents. The film ends with this cliff-hanger.

The actors express their emotions only with body language and their masks. Another way to audiolize the situation is the song "Mother sweet mother" by Audiofeel.

Look at attachment 6 and 7 about how to make a mask.

Invite family-members from the pupils into the school. First show the mask-movie and then discuss with the audience what basic-conflicts they see in the movie.

Ask for suggestions how the story might end. Then show the different performances and solutions of your pupils came up with and discuss them afterwards with the audience.

Take the presentation by the students on video and put it on the To-Gather-website.

Motivate the students to communicate about the film and their presentation with students from their school and on the website with students from other countries.

Masks

How can masks be used as a tool for acting? Let the pupils design their own mask and play their character with the help of their mask. See below for the instruction for making masks. At least one or more masks should be used in the play (a whole mask is without speech). The mask can also be helpful for Step 5 and Step 6. To learn how to play with masks and specific emotions you can offer your pupils the following exercises:

Exercise nr. 1

Every pupil draws a face on paper with a basic emotion (a smile, tears, anger). Collect the drawings and put them on the floor with the faces downwards. Let the pupils in small groups look at each picture for a few seconds and then express the emotion with mimics and movement. The other students guess what kind of expression or emotion it is. Afterwards you may discuss the different ways an emotion can be shown.

Exercise nr. 2

The pupils stand in pairs in front of each other. They pretend that they are standing in front of a laughing mirror. One person is the mirror and has to copy the movements of the other person. They can experiment with different emotions or states of mind (for example being drunk, nervous, or extremely tired) or changing their body into champion-wrestlers or becoming extremely large or skinny. Emphasize the use of their mimics.

When designing the masks the main question is: how can you make use of masks to underline the chosen issue/conflict of the family-members?

Let the pupils think about the basic-character/emotion they have chosen: how can they develop a mask for their character?

When the masks are made: The pupils repeat exercise nr. 2, only this time one person can wear his own mask, while the other person can show different movements the mask must copy. Afterwards the person without the mask tells the other which movements fitted. Then change roles. Let the pupils search for the way their masks walks, moves, dances, etc.

Basic-rules for playing with masks

Use your own hair as a wig or use headgear. Do not touch the mask, if possible.

Keep your face to the front at all times and communicate your emotions and thoughts to the audience. For the whole masks: don't make any sound, instead use your body-language to show what you feel and think.

Exercise nr. 3

Let the pupils think of a way their mask would like to introduce itself. How do the masks greet the audience?

Put on different kinds of music to stimulate the masks while entering the stage: e.g. Mozart – Eine Kleine Nachtmusik or Le Fabuleux Destin d'Amelie Poulain - Yann Tiersen.

Exercise nr. 4

Each group (family) prepares a short presentation with their masks: how can they introduce their family to the public?

Every mask/character must have an object (bag, walking-stick, ball, etc) they use in their acting. Use music while the pupils present their families.

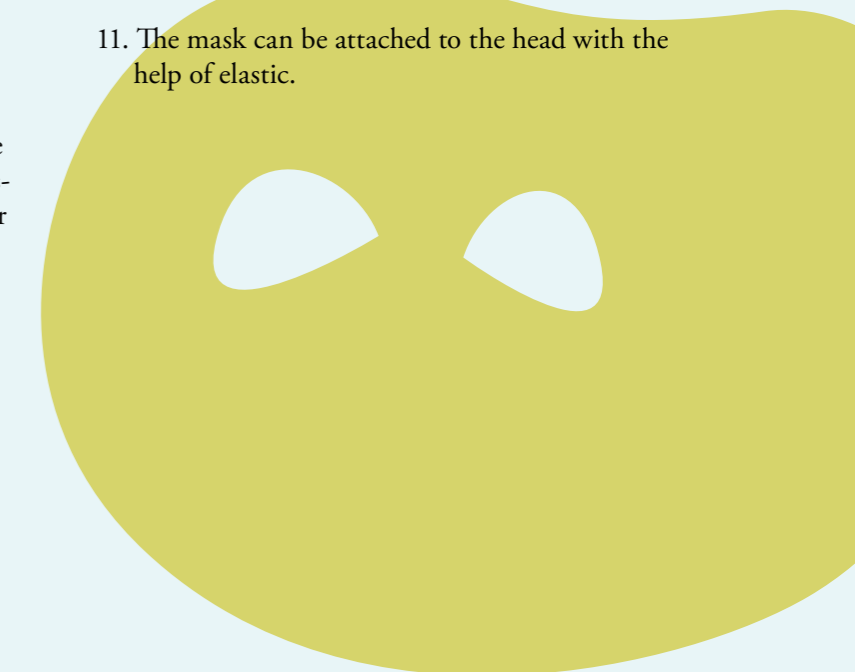
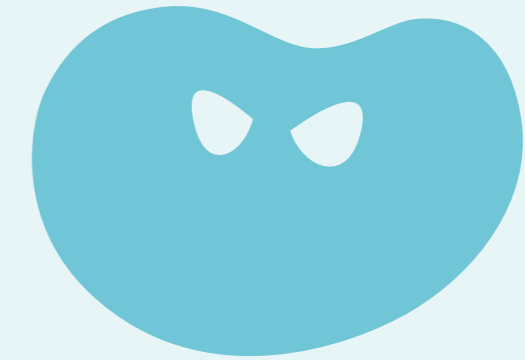
Making a mask:

Materials needed to make a mask:

- Newspaper
 - Wallpaper paste and Water
 - Scissors
 - Balloons
- (for decoration: acrylic paint & paintbrushes)

Steps:

1. Tear or cut strips from the newspaper before the session. You will need many strips so tear as much as you can.
2. Next, mix the wallpaper paste. Pour a small amount of wallpaper paste into a bowl and gradually add water. Alternate between the ingredients: First add water to wallpaper paste, next add a little wallpaper paste, then water again. Repeat until you have a tub full of wallpaper paste the consistency of oatmeal, not too watery, but not too thick (papier-mâché).
3. Dip a newspaper strip into the wallpaper paste. Run your fingers down the side of the newspaper strip to remove any excess wallpaper paste. Apply the paper strips to the balloon in a random overlapping pattern. Do several layers this way to build up the form. Repeat this layering procedure until you have at least 5 or 6 layers. This is the base for your mask, so you do not want it to be too thin because it will tear.
4. Now to add the features to your mask. To create raised portions on your mask, dip newspaper pieces in the wallpaper paste and wad up into a clay-like consistency. Now, like clay, you may mould this wet newspaper into shapes and place on the mask. To secure these shapes, place newspaper strips dipped into the wallpaper paste over them, just as if you were taping them down.
5. Keep repeating this process until the mask looks the way you want it to. Remember, if a portion of the mask doesn't look right you can always take the newspaper off and start over.
6. Set aside to dry for the night. The glue mix should be covered and stored for the next day. You may wish to place the mask in front of a fan to dry.
7. When the front layer is dry, pop the balloon and remove the form. If the inside is not dry, continue to place in the sun or in front of a fan.
8. Trim an even edge around the outside of the piece with a pair of scissors. Then cut the holes you want in the mask for eyes or mouth.
9. Next you may paint it. You will most likely find that you will need to paint several coats to completely cover the newsprint.
10. Now you may decorate the mask or paint it to get the right expression (emotion) on the face.
11. The mask can be attached to the head with the help of elastic.





Communicative citizen

Aims

- To understand and respect the importance of the family from the perspective of human rights.
- To share these ideas, feelings and attitudes with other students in the class or in other countries.
- To become aware of friendship and the way the outside world is influencing friendship.

Learner

Watch the presentations from other countries on the To-Gather-website. Discuss the issues, the solutions and the way the families are being presented. What similarities/differences can be found in the presentations from your own class?

Search for examples of families like a single family, a gay couple, a core family or an extended family in your own country and make a small presentation about the culture and the history of these families.

To-Gather

Listen to the song 'Peer pressure' from Mobb Deep and talk about the peer group. Choose one movie from another country and create your own subtitles. What aspect of the movie would you like to change in relation to children and human rights. Make the changes and put the movie with the changes back on the website.

Learner

Watch your original movie that has been changed by pupils from another quadrant. What differences can you see?

To-Gather

Circle-talk about friends with students in the class or another country. What is a friend?

Option: Use five dimensions to talk about friendship:

- Individual-collective.
- Rational-emotional.
- Feminine-masculine.
- Great or small power-distance.
- Positive or negative look at the future.

Integrate music and images. Think also about losing and making friends. Visualize it in the Field of View.

Learner

Gather information about friends and friendship with text, music and images.

Talk to other peer-groups in school or the city (maybe you meet the same young people from Step 3 of Route 1). Take pictures or a video.

Put it all the information and material in the To-Gather-Bag.

Teacher's route

Step 4

Preparation

- Listen to the song Peer Pressure from Mobb Deep on youtube: Mobb Deep - Peer Pressure (Music Video). Read the lyrics as well on: <http://www.lyricsdepot.com/mobb-deep/peer-pressure.html>
- This song is about a colored boy trying to find a way to deal with peer pressure.
- Start a discussion about peer groups and the way your pupils relate to these peer groups. How do they experience peer groups? Do they make friends outside their own peer group?

The multilogue

Multilogue about the presentations from other countries on the To-Gather- website.

What about the subtitles? Try to deepen and concretize the discussion about peer pressure and you may relate it to the five dimensions about codes of behaviour from Geert Hofstede. For example the relation between the presentation and the individual or collective dimension or the feminine or masculine.

Take a look at the members of class you teach.

Are there any peer groups you can find inside the classroom? Are there concrete groups with certain looks, who share certain habits, ways of thinking, styles of music, etc?

Then take a closer look at your school or institution. What kind of peer groups can be distinguished? Observe these groups in the schoolyard: how do the members of these groups relate to each other? How do these groups relate to other groups?

What happens if these groups are being mixed, for example during physical education or other school projects?

Outdoor activity

Give instruction about how to gather knowledge about young people in the city. How and where can you meet them? Maybe it is necessary to give a short instruction about taking a picture or a video.



Creative citizen

Aims

- To make new friends and learn respect for the Other as a friend.
- To think about Route 1 and the MCI-clip in relation to the Other.
- To visualize the making of friends, inspired by the Table Talk.

To-Gather

Circle talk about friends and friendship and the content of the To-Gather-bag.

Teacher

He gives information about the peer-group and about the relation to the other according to a controversial issue such as an alternative life-style or using soft drugs.

Divide the pupils into small groups. Let them think about making new friends outside of their bubble or peer-group.

Option

Let your pupils organize a contest with the name The Look. All peer-groups in your school are being invited to present themselves. The task is to make a new look, a mix of different styles, a representation of different peer groups. All candidates should introduce themselves on stage with a song, rap, video-clip, commercial-spot, etc. The public can vote for their favorite candidate. The winner introduces a new look at school!

Make a picture, video or clip of this 'new look' and put it on the website.

Learner

Research their own peer groups in task-groups. You make a collage of your friends, leaving one space for a new friend.

- Present yourself to make new friends, who are different.
- Design a short clip, a music-collage, a poster, a song or something else.
- This new friend should add something to the peer-group.
- The students think about what kind of new friends they would like.
- Think of interests, values, religion, political view, culture.
- Try to integrate the 'New look' from step 4.

Teacher's route

Step 5

Preparation

Together with the learners, take a look at the 'new looks' in fashion. and in peer-groups of other countries and discuss differences/similarities. What kinds of peer groups can they distinguish? Discuss topics like interests, values, religion, political view, etc. What information is needed about the peer-group related to your own country?

New look

It is very important that students know what 'The look' is and to communicate about that. How should young look and behave according to the media? It is also essential to share these different looks. Take a look at the 'new look' from other quadrants. What different peer groups can be found in other countries? What differences/similarities can be found with your pupils?

Collect pictures, websites, etc. about peer groups in other countries.

It may be used as a kind of warming up for the making of a new friend with another look.

The making of ...a new friend

Making a new friend from another peer group can be done with the help of masks. The peer group wears masks with a certain style (material, color, shape) and the new friends have masks with a very different look. Try to make the contrast as big as possible. This can help the pupils to move and behave differently. Look at Step 3 for some basic mask-rules and exercises.

A few instructions for the short presentation:

- Maximum 4 minutes.
- Make a clear beginning and ending.
- Each (mask)character should be properly introduced.
- Make the teaser without speech or in English (subtitles?).
- Use music to support the (mask)play.
- You might want to invite family and friends into the classroom to show the presentations of the learners and discuss them afterwards.



Cooperative citizen

Aims

- To present themselves and communicate with other students.
- To make new and different friends.

Option

Present your 'new look' and share it with other students in the class/school/ another country.

To-Gather

Present as a group your short presentation to make 'new' friends in the class and on the To-Gather-website.



Teacher's route

Step 6

Preparation

What is your main purpose when discussing the short presentations? How do you want the learners to discuss what they see? Try to think of some open questions when leading the discussion. Make contact with teachers in other countries/ quadrants about 'the multilogue' and the presentations. Use this knowledge as a starting point when you discuss the presentations of other countries with your pupils.

The teaser

Let the pupils choose a teaser on the website of another quadrant/country that they would like to change. The pupils produce a new teaser (for example with a different ending) and put their version on the website. What are the reactions on the changes from the other country/quadrant?





Step 7

To-Gather

Watch the presentations from the other quadrants on the website. Discuss the changes on the forum. How are they dealing with the differences? What similarities/differences can be found with your own quadrant?

Learner

Reflect on and discuss what has changed in the way you look at family in Europe. In what way may this change have consequences for your own behaviour with family and friends?

To-Gather

Reflect on your own identity: watch the clip you made in Route 1 and the Field of View. What would you like to change in the clip?
Listen to the rap-song 'MCI I'll tell you why' and relate the lyrics to this route.
(see attachment 8 and listen on 'Sound for Europe')
Fill out the Onion-diagram with words, music, images and drawings (see attachment 9).
Share the Onion-diagram with students in your class and with other students on the website
www.to-gather.org.

Active citizen

Aims

- To reflect on and share the good and bad times with friends and to integrate elements from other countries.
- To be friends with Europe?

Option

Each student reads a scene from 'A story of Europe'. As a group of 4/5 students they read the same scene. In the story Europe tries to make friends and to cope with enemies.
How could the students become a friend of Europe? Let them give a press-conference as a specific 'Europe' to give their opinion. They tell about that Europe and how she feels. They relate the situation of Europe in the story and their own situation in their country. The other students are journalists and ask questions.

Teacher's route

Step 7

Preparation

Think of a place outside your city/country where you have always wanted to go, but never went to before. For example a famous city, theatre, castle, mountain...
Read 'A story of Europe'.
Read about 'core reflection' (Fred Korthagen).

Core reflection

Take a look at step 1. How do you look at your own family-history now? Has anything changed?
What kind of peer-group were you in when you were a teenager?
What kind of peer-groups are you in now? (in and outside school) Are you satisfied with this?
Is there anything you would like to change when you look at your family or friends?
Use the Onion diagram of Fred Korthagen.

Option

Invite a colleague from another city or country from the site to visit this place together!

In 'A story of Europe' Europe is looking for friends and coping with enemies. Europe as a young woman of 27 years/ages and travels to the places that are important in her life. Students may identify themselves with Europe in good and bad times. Choose 5 scenes and let the students read it in groups of 4/5 students. Let them first a letter to another Europe and talk about that. Would they like to be friends with Europe?

Europe is a real 'multiple choice identity'. The student have to present themselves as Europe at the press-conference. They may use the letter as a source of inspiration. Stimulate the other students to ask questions and also ask questions yourself.

Suitable scenes may be:

- Istanbul
- Alhambra
- Lisbon
- Paris 1989
- World War I
- Liverpool
- Brussels
- Ljubljana
- Lowlands

MCI, I'll tell you why.

Music and lyrics: André Accord

M.C.I., I'll tell you why, prepare the next generation to reach the sky
 Unlimited access we provide for our students to maximize their potential
 To conquer the world, no I ain't talking about diamonds and pearls oh no...
 True knowledge baby unlocks their future oh yes indeed
 Let's create those learning tools, so tomorrow they will be the ones who rule
 Digital, interactive or through the net, let's innovate and get ahead
 When you get back home you've got to be proud of what you can show ém
 Multiple Choice Identity, a reality it is 4 u and me

Chorus: M.C.I.....Multiple Choice Identity I'll tell you why, M.C.I.....

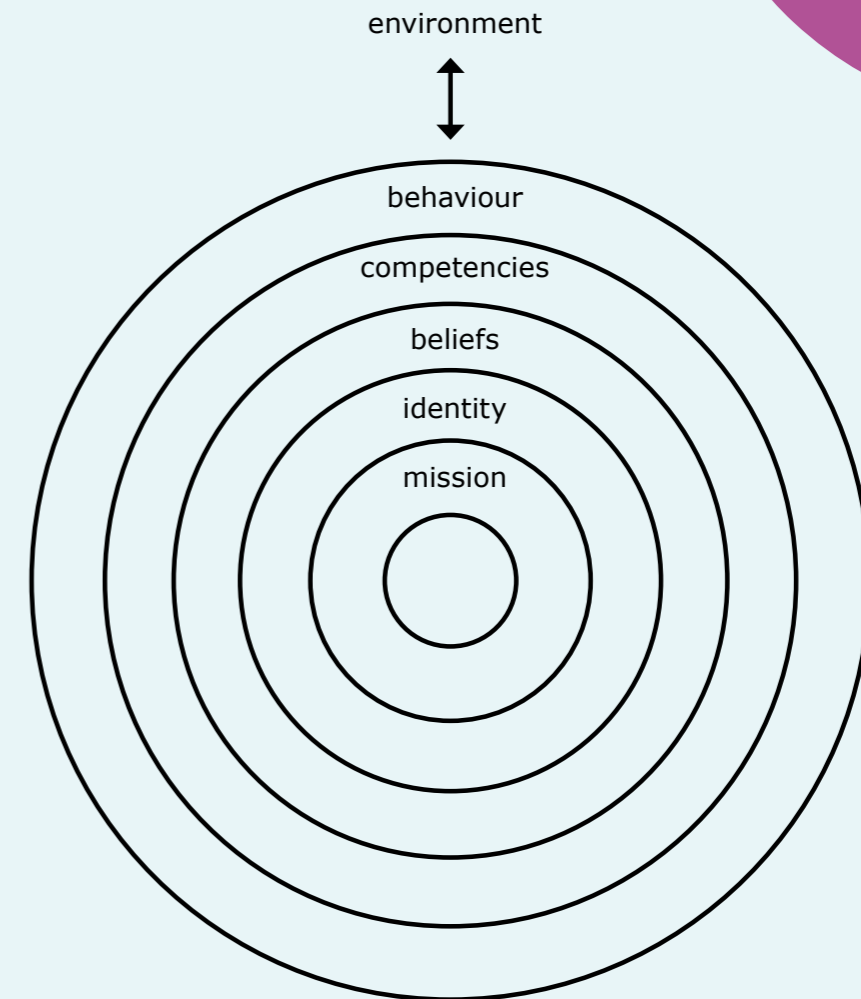
The best tools for M.C.I. are being developed right here in front of your eyes
 We pay attention to every little detail 'cause this project will surely not fail
 The whole process may take some time, but eventually no one will be able to deny
 The result and the input invested as it's being tried and tested
 We all aim at maximum effect, the tools we create can do that
 Multiple Choice Identity, based on genuine empathy

Chorus: M.C.I.....Multiple Choice Identity I'll tell you why, M.C.I.....

T.H.I.N.K The Future is now kid ok! Let's join efforts to build our Europe
 Rain or sunshine we don't give up
 Education first for the next generation, stable citizens in this glocalisation
 So let all the creative juices flow, as we aim at our main goal....

Chorus: M.C.I.....Multiple Choice Identity I'll tell you why, M.C.I.....

The onion diagram



'Reflection' (picture by Ziga Kroflic)

