

## *Teacher Resource Bank*

### **GCSE Sociology**

#### **Sample Lesson Plans for Unit 1:**

- Studying Society
- Families
- Education



# LESSON PLAN

## UNIT ONE: STUDYING SOCIETY

**LENGTH:** One hour

**STUDENTS:** Year 10 Mixed ability

**CONTEXT:** What is Sociology? – Lesson One

**LEARNING OBJECTIVE:**

- To describe the sociological approach.

**TEACHING AND LEARNING ACTIVITIES:**

- **Teacher explanation** of the meaning of the word sociology and how others shape our behaviour.
- **Pair activity:** How would your lives differ if you were:
  - Born 100 years ago
  - Born into a wealthy aristocratic family
  - Born in a less developed country.
- **Whole class feedback.**
- **Teacher led explanation** of how this demonstrates that our lives are shaped by society.
- **Group activity:** What is Society? Using resource [overleaf (page 2)] students to create their own societies.
- **Teacher plenary:** emphasise how human behaviour is shaped by social factors and the need for sociology.

## Activity: What is Society?

Imagine you are on a jumbo jet flight. There are 380 people on board - a mixture of women, children and men of various races, nationalities and religions. Some children are travelling without their parents, and some adults without their husbands/ wives/ partners. Most, however, speak English.

The jet gets into difficulties and is forced to land on a remote island. Extensive search operations fail to discover the plane; it is given up as lost and the search is called off.

Meanwhile, the passengers and crew on the plane have survived the first problems of being wrecked and begin to build a society for the long term. There is some food and water on the plane, but it obviously won't last long.

**Working in small groups of 3-4, decide how the marooned people will make their new society. Here are some of the main problems the islanders will have to face.**

1. How to survive - what is needed?
2. How the various survival tasks and everyday work will be organised - who will do what? Why?
3. How decisions are going to be made - will there be a leader - if so, who? Will everybody have an equal say? What if they cannot agree?
4. How children are going to be looked after - including any new babies who might be born.
5. How family life and sexual relationships will be organised.
6. How to share the things that people need and want - equal shares or will some people get more than others? If so, who and why?
7. Do you think that people will be able to get on with each other? Which groups might come into conflict? How would you deal with this?
8. How to deal with people who break the rules



### Whole class feedback

- ❖ **Did you all end up with a similar kind of society?**
- ❖ **What differences are there between your societies?**

# LESSON PLAN

## UNIT ONE: STUDYING SOCIETY

**LENGTH:** One hour

**STUDENTS:** Year 10 mixed ability

**CONTEXT:** **Social structures, processes and issues.** First lesson on gender.

**LEARNING OBJECTIVE:**

- To describe aspects of gender socialisation.

**TEACHING AND LEARNING ACTIVITIES:**

- **Starter activity:** Are men and women naturally different?
- **Teacher explanation** of the difference between sex and gender and the nature/ nurture debate.
- **Pair activity:** students given a range of statements, eg men have beards, and asked to decide whether they are examples of biological or socially constructed differences.
- **Teacher led explanation** of gender stereotypes and gender roles and how they might be learnt.
- **Pair activity:** students to look through toy retailers' catalogues, websites, and magazines for examples of gender stereotyping. Each pair to present their example to the whole class explaining why it illustrates a stereotype.
- **Plenary:** Are men and women naturally different or do we bring them up to be different? Introduction to feminist views of gender socialisation.

# LESSON PLAN

## UNIT ONE: FAMILIES

**LENGTH:** One hour

**STUDENTS:** Year 10 mixed ability

**CONTEXT:** **Changes in the patterns of fertility and expectations of life.**

### LEARNING OBJECTIVES:

- To describe and explain changes in the patterns of fertility - How are these significant for individuals, family and society?
- To describe and explain changes in life expectation - How are these significant for individuals, family and society?

### TEACHING AND LEARNING ACTIVITIES:

- **Teacher to provide stimulus material** on birth rates, infant mortality rates, total fertility rates, death rates and life expectancy.
- **Group task:** in small groups students to put together presentation and handout that summarise the trend in, for example, the birth rate.
- **Group presentations to** whole class
- **Teacher led discussion** and note taking - How are these changes significant for individuals, family and society? To be summarised on spider diagrams or mind maps.
- **Plenary:** how has fertility and our expectations of life changed?

# LESSON PLAN

## UNIT ONE: EDUCATION

**LENGTH:** One hour

**STUDENTS:** Year 10 mixed ability

**CONTEXT:** Education as a political issue

**LEARNING OBJECTIVE:**

- To examine key policies and how they have shaped the education system. Why were they introduced? What impact have they had?

**TEACHING AND LEARNING ACTIVITIES:**

- **Teacher-led explanation** of aspects of the 1988 ERA.
- **Evaluation Group task:** students are put into groups of stakeholders (head teachers, teachers, middle-class parents, working-class parents, business leaders, the government) and then asked to present a summary of their reactions to the features of the Act and whether they are winners or losers.
- **Group presentation** of summaries to the whole class.
- **Whole class note taking.** What has been the impact of the 1988 ERA?
- **Teacher plenary:** an explanation of education as a political issue.