

High School Workshop Toolkit: Social Relationships Activity

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SUGGESTED CITATION

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<https://trails.asanet.org/article/view/social-relationships-activity>.

Abstract

This lesson includes a class activity and its associated usage notes where students will learn about the social construction of groups and their impact on the life chances of individuals through the exploration of social relationships. This activity was designed with high school level or undergraduate sociology students in mind. The activity is a great supplement for lessons/discussions of socialization, the self, groups, and the functions of social capital in our society.

In 2022, ASA assembled a workshop with high school sociology teachers and sociology professors to develop resources for a new "High School Sociology Toolbox." The goal of the toolbox was to provide out of the box lesson plans and other materials to help high school teachers offer a high-quality sociology curriculum that is consistent with the National Standards for High School Sociology. The Standards introduce four learning domains for high school sociology and include assessable competencies and essential concepts for each domain. Through the toolbox, instructors have access to ready-to-use lesson

plans and class activities that align with concepts in each domain.

Details

Subject Areas: Introduction to Sociology/Social Problems

Resource Types: Class Activity

Class Levels: Any Level

Class Sizes: Any

Usage Notes

Generally, as it is currently designed, this activity is often used at the beginning of the lesson to help students start to think about what social relationships are and how their own social relationships function in our society as advantages for some and disadvantages for others before engaging more specifically with concepts like social capital; however, it can be used at any point during a lesson to help reinforce the concepts of social relationships, the self, groups, and social capital.

As for the duration, the activity timeframe can range anywhere from 20-30 minutes depending on the discussion that might occur as a result of the included discussion questions.

Each student should have their own activity sheet, so they can explore their own social relationships. It is up to the instructor to determine if they want to have students work on their sheets in groups or individually. In the past, I have found that it works well to have the students work on and complete the worksheet individually for about 10-15 minutes, and then get in groups to discuss the answers that they produced for the discussion questions for about 5-10 minutes. After small group discussions, having the class reconvene and discuss as a whole the activity and the answers produced for the discussion questions for another 5-10 minutes is a wonderful way to pivot into a lesson on social relationships, the self, groups, and/or social capital.

Learning Goals and Assessments

LEARNING GOALS

To develop or enhance a shared language, a shared analytical framework, and a shared history of the social relationships, social capital, and socialization

To better understand the institutional and cultural construction of social networks/relationships.

To support and enhance research and analysis skills.

To reflect on how the construction of social relationships informs both personal and societal paradigms, policies, and values today.

To investigate ways in which students can personally and collectively resist, transgress, and/or transform the legacy of socialization and social capital.

To better understand social capital, as well as to explore our own social capital.

Resource Files

PDF

PDF