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SOCIOLOGY

ACTIVITIES

Volume 2: Social Institutions

- Family
- Education
- Religion

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Introduction

About This Book

The activities provided in this booklet are created to enrich sociology classes. They provide hands-on activities and lessons that engage students in exploring the basic concepts in sociology that are central to all sociology curriculums.

This volume introduces social institutions, such as: family, education and religion. These activities clarify the terms, concepts, and structures that students learn about through class lectures and readings.

Suggestions provided in textbooks and other supplemental material do not always offer complete hands-on approaches sought by course instructors. Especially for classes taught in a schools utilizing block scheduling (ninety and seventy-five minute classes), lessons that keep students active and interested while demonstrating the key components of sociology are necessary.

The essential goals for each activity were to make them easy to use, to involve and engage the students, and to clarify key sociology concepts.

The topics covered in this booklet, and other *Sociology Activities* volumes, parallel general sociology textbooks and should be used as a supplemental aid. The activities and demonstrations clarify basic sociology concepts and allow students to work with material in ways that interest them.

All lessons were created with the teacher and student in mind. The purpose for each lesson is clearly stated and a specific list of materials required for each lesson is provided. Procedures are written in a step-by-step format to allow for easy implementation into a block or typical schedule format. Hints or tips are offered throughout the booklet to assist teachers in adapting lessons to fit their needs or the ability level of students. Student handouts include all necessary instructions and directions as well as material to assist in grading. Finally, the material is organized in such a way that incorporating the lessons into an existing curriculum is easy and enjoyable.

Current research indicates that students who are actively engaged in the learning process retain information better than those who are passive participants in the classroom. *Sociology Activities* was created with this concept in mind. The hands on approach to Sociology that this booklet offers will spark and maintain student interest. Being involved in the lessons allows students to become an active part of their own

learning. Participation in these activities also provides students with an episodic memory of a classroom experience, strengthening the concepts being taught and therefore improving learning. Most importantly, when students are actively engaged, they have more fun. These activities make the study of sociology an enjoyable experience for everyone!

About the Author

Kathleen M. Glusick graduated from the University of Wisconsin – Madison with a Bachelor's degree in Broad Field Social Studies and a minor in Psychology. She completed her Master's of Education through Cardinal Stritch University in Milwaukee, Wisconsin. She taught World Cultures, Citizenship, Sociology, Experimental Psychology, and Government during her high school teaching career. After completing her thesis, *The Impact of Brain-Compatible Physical Structures on Classroom Learning*, Peanut Publishing was created to enhance involvement in the classroom by providing teachers with student centered activities.

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FAMILY

LESSON 1: DEFINING FAMILY


PURPOSE:

- Introduce students to differences in perception of “family”
- Stimulate discussion on the changing role, function and definition of “family”
- Encourage active participation by making verbalization a constant part of the classroom experience

MATERIALS:



- Copies of definitions of “Family,” page 2
- Transparency of “Types of Families,” page 3
- Butcher paper and markers

PROCEDURE:

- Break students into 3-5 member groups.
- Distribute copies of the definitions of “Family” (p. 2) and read them out loud.
- Distribute a large sheet of butcher paper to each group and instruct students to come to an agreement on four to six core qualities of a family.
 -  Students should write these at the top of their butcher paper.
- After appropriate time, show the transparency of the different types of families there are today (p. 3), and ask students to evaluate the definitions and their core qualities.



HINT: The list of “Types of Families” can be altered to include or eliminate family structures.

-  On their butcher paper, students should write each type of family and a brief assessment of whether it “fits” each definition given and each core quality.
-  One representative from each group should present an overview of their paper and their discussion.
- As students present their papers, pose discussion questions as they are applicable.

DISCUSSION:

- What assumptions are commonly made when the word “family” is mentioned?
- If you had to guess, what percentage of families today are the traditional “married male and female parent of the same race, with only their offspring from this marriage living together?”



HINT: Research on data to answer this question could be given as extra credit or a general research assignment for accelerated programs.

- What other types of families are there?
- Is the changing structure of families inevitable? Are the consequences good or bad for our society?

STUDENT HANDOUT: DEFINITIONS OF “FAMILY”

The following are various definitions of “Family.”

- 1) A fundamental social group in society typically consisting of one or two parents and their children.
- 2) Two or more people who share goals and values, have long-term commitments to one another, and reside usually in the same dwelling place.
- 3) All the members of a household under one roof.
- 4) A group of persons sharing common ancestry.
- 5) The group comprising of a husband and wife and their dependent children, constituting a fundamental unit in the organization of society.
- 6) The collective body of persons who live in one house, and under one head or manager; a household, including parents, children, and servants, and, as the case may be, lodgers or boarders.
- 7) Those who descend from one common progenitor; a tribe, clan, or race.
- 8) A unit of people related through blood ties and genetics.
- 9) A social group of people consisting of a parent, or parents, and their children, or your husband/wife and children, or your parents, brothers and sisters and sometimes grandparents, uncles, aunts, etc.
- 10) A basic social group united through bonds of kinship or marriage, present in all societies. Provides members with protection, companionship, security and socialization

TRANSPARENCY: TYPES OF FAMILIES

FAMILIES WITH:
ADOPTED CHILDEN
TWO HETEROSEXUAL PARENTS
TWO HOMOSEXUAL PARENTS
SURROGATE PARENT
GRANDPARENTS AS “PARENTS”
SINGLE PARENTS
DIVORCED PARENTS
PARENTS OF DIFFERENT RACES
DUAL PARENTS WORKING
PARENTS IN LONG-DISTANCE
RELATIONSHIP

LESSON 2: MARITAL PROBLEMS - SKITS

PURPOSE:

- Illustrate the complexities of marriage and compromise
- Allow active participation and group building skills through acting
- Encourage creativity with embellishment and addition to skit information

MATERIALS:

- Copies of “Student Handout: Marital Problems – Skits,” pages 5-6
- Copies of “Student Handout: Personal Reflections,” page 7

PROCEDURE:

- Break students into 6 groups.
- Distribute copies of one skit to each group. Allow time for students to read through the information.
- Explain to students what is expected of them in presenting the skit. Some options are as follows:
 - ✎ **Basic:** Students should give an initial statement explaining the problem their skit deals with. Students act out the skit. Students answer any questions the class has. All students participate in the acting – even if characters need to be added. (Teacher then leads discussion regarding resolution of the issue.)
 - ✎ **Advanced:** Students write a script for their skit, adding their own ideas and drama to the scene. Students give a brief introduction to the issue prior to presenting their skit, and give their response to how the issue should be resolved after presenting their skit.
 - ✎ **Accelerated:** In addition to the “Advanced” assignment, each group leads a class discussion at the conclusion of their skit to examine different ways the issue can be resolved.
- Regardless of the option chosen to present the skits, at the conclusion of each skit, students should be given time to reflect on the issues presented and record their personal reactions on the student handout: “Personal Reflections” (p. 7).

STUDENT HANDOUT: MARITAL PROBLEMS – SKITS

SKIT 1: Jerry and Martha

Jerry and Martha have been married for four years. Next week, they are expecting the arrival of Martha's parents for a five-day visit. Martha loves her parents but is fearing the visit because there is always tension between her parents and Jerry. Martha's parents are very traditional and do not approve of Martha working outside of the home. Jerry works two jobs, but does not make enough money to pay the bills. Jerry supports Martha working because she likes her job as a bank teller, and they need the money. Martha's parents would prefer that Martha stay home and play the "traditional housewife role" of waiting on her husband and keeping a good house. Martha and Jerry admit that the house is lacking in some areas – the cleaning doesn't always get done each week and they are always behind on laundry and bills. To make matters worse, Jerry and Martha are expecting their first child and are going to face the question "when are you going to quit work?" from her parents. Martha has no intention of quitting. Martha can deal with her parents disapproval, but they blame Jerry for not having a "good enough" job and Jerry doesn't tolerate the disapproval very well.

.....

SKIT 2: Emily and Matt

Emily and Matt have been married for 3 years. They bought a house and have a one-year-old child. Recently, Matt got a \$5000.00 bonus from work. This is a rare event and usually they are strapped for money. They have some debt to pay off to reduce their monthly bills, but they'll still have \$3000.00 left over to use otherwise. Matt would like to start an education fund for their son with that money. He and Emily had to pay back student loans for their education and he doesn't want his child to have to do that. Emily understands the importance of education, but she feels that their children should pay for their own college as a lesson in saving and responsibility. She and Matt never really got to take a honeymoon and Emily would like to spend the money on a vacation. They have both been overworked and missing each other lately. It would do their relationship some good if they had some time away. They would come back better connected, and be better parents together.

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SKIT 3: Jason and Anna

Jason and Anna have been married for 6 years. They have one child and are expecting another. Currently, Jason and Anna work full time with their child in day care. Since day care costs would be so high with a second child, Anna would like to stay home to take care of both their kids. The difference between her salary and day care costs is \$200.00 per month. Jason feels that Anna's income is necessary. They just bought a house and have many loans to pay back. He would rather find a less expensive day care or change shifts at his job to overlap day care. Anna worries about how changing shifts would affect their relationship as they would see each other less than they do now. She also would like to stay home and have a hand at raising their kids – she found it very difficult to bring their first child to day care. Their family insurance is also through Anna's work, and if she quit, their bills would rise considerably because Jason's work doesn't provide the same coverage.

STUDENT HANDOUT: MARITAL PROBLEMS – SKITS CONT.

SKIT 4: Penny and Paul

Penny and Paul have been married for 22 years. They have three children ages 16, 18, and 20. Only the 16-year old still lives with them and it will be a few short years before she too is gone from the house. Penny and Paul enjoyed raising their kids and all aspects of parenting, but they are also looking forward to moving on with their lives and their relationship. Spending time alone again, together again. They had made plans to do more traveling, join some clubs and get season tickets to plays and musical events. They wouldn't have all the plays and sporting events that their kids were in to go to anymore. However, Penny's mom got sick and Penny and Paul were faced with a decision. Do they take her into their home and care for her, or put her in a nursing home. Financially, they would take a hit if she went into a nursing home, even if Penny's brother (who's in the military) contributed. But if she moved in, they would take a hit personally. They had been waiting for this time together and were looking forward to just being a couple again. Penny feels the right thing to do is to take her mother in to their home. Paul disagrees.

.....

SKIT 5: Rob and Nikki

Rob and Nikki have been married for 5 years and they have two children. Nikki is a stay-at-home-mom and Rob has a good job in sales. Prior to having kids, Rob and Nikki enjoyed an active lifestyle – playing team sports like soccer and softball. They would go biking, hiking and to the gym together. Fitness was important to both of them. Nikki is able to get to a gym with the kids during the day, but Rob has been forced to cut back on his workouts. Rob has been feeling unhealthy and stressed and knows that more exercise would do him good, but he doesn't know when to fit it in. He only gets to see his kids for 2 hours after he gets home from work at 5:00 because they are in bed at 7:00. He doesn't want to take time away from them. After that, he and Nikki need to have time together, work on house projects, do bills and just relax. Rob's physical and mental state are affected by his lack of exercise, but there just isn't time for everything. Nikki sympathizes, but doesn't have a solution.

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SKIT 6: Kelly and Tom

Kelly and Tom have been married for ten years and have been trying to get pregnant for five of those years. They have spent most of their savings on doctors and hospital visits, looking for help in getting pregnant, and while they were close a few times, nothing has been successful. They have dwindled their savings and sold their house to move to a less expensive townhouse so they have enough money for one more round with the doctors, or they could use the money towards adoption. Tom feels that another attempt with the doctors would be wasted money and he doesn't want to go through, or see his wife go through the emotional roller coaster that always ensues. Tom has looked into adoption and really feels, if this is their last attempt at a child, the money should be spent on adoption. Kelly is tired of the doctors too, but she's not ready to give up. She feels they can work at more money for adoption later, but as she gets older, it will be harder to get pregnant so they should give the doctors one more try. This decision is weighing heavily on them and adding to their stress.

Name : _____

STUDENT HANDOUT: PERSONAL REFLECTIONS

Instructions: After the completion of each skit, write your response to the issue at hand. Write one sentence stating how it should be resolved, and one or two sentences explaining your reasoning.

SKIT 1: Jerry and Martha - _____

SKIT 2: Emily and Matt - _____

SKIT 3: Jason and Anna - _____

SKIT 4: Penny and Paul - _____

SKIT 5: Rob and Nikki - _____

SKIT 6: Kelly and Tom - _____

LESSON 3: EVALUATING FAMILY STRUCTURES

PURPOSE:

- Encourage students to see the positive and negative effects of different family structures
- Allow diverse opinions and evaluations to be made and defended
- Develop evaluation and critical thinking skills

MATERIALS:

- Copies of “Student Handout: Family Structures,” page 9
- Copies and Transparencies of “Student Handout: Family Structures Evaluation Graphic,” page 10

PROCEDURE:

There are several ways to use these handouts, the following are suggestions.

- Break students into 6 groups. Assign each group a family structure to evaluate and present to the class.
- Assign each student one family structure to evaluate and then have students with matching structures form a group and compare their answers looking for similarities and differences. One spokesperson can present to the class.
- Have students form 6 groups and have the group work together to evaluate each family structure. After collecting all of the evaluations, sort papers into same structure groups and re-distribute to each group so that there is a group with all of the “traditional” papers, all the “adoptive” papers, and so on. Groups should prepare a brief presentation of all the material for the class.
- Students could individually complete an evaluation sheet for each of the structures and the class could then discuss each structure as notes are taken on a transparency.

Regardless of the procedure taken, the following activities could be added to each option.

- Students could stand on a continuum to answer the question “Do the pros outweigh the cons in the _____ family structure?”
- Students could go to areas of the room designated for each family structure in response to the question, “Which family structure do you feel would be the most difficult to be raised in?” Once students are in groups, ask for explanations. Other questions to ask, to allow for movement and evaluation, could be: Which family structure would be the easiest to deal with? Which family structure suffers from being the furthest from the “norm”?
- In small groups, students could brainstorm issues that would arise for children coming from homes that differ from the norm and ways to alleviate difficulties.
- Students could create a poster explaining and encouraging acceptance of different family units.



HINT: Some of these options could be given as extra credit or enrichment for advanced students.

STUDENT HANDOUT: FAMILY STRUCTURES

Traditional Family

Bob and Jennifer have been married for 16 years. They have two children, ages 12 and 10.

Adoptive Family

Ron and Elise have been married for 8 years. They were unsuccessful in their attempts to conceive a child together so they went through the adoption procedure and now have a 2-year-old son from Russia.

Grandparents

Hector and Lisa have taken in their daughter's children, ages 7 and 13, and are raising them as they raised their own children. Their daughter and son-in-law were killed in a car accident.

Single Parent

Kristina gave birth to her son when she was in college. Her boyfriend assumed no responsibility and they have lost contact. Kristina has a good, full-time job and her son is now 4 years old.

Divorced Family

Henry and Sue divorced after 12 years of marriage. They have three children, ages 4, 7, and 9. They have joint custody. The kids "live" with their Mom, but they spend every other weekend and Wednesday nights with their Dad.

Homosexual Parents

Marnie and Kaitlyn have been partners for 10 years. They wanted to have a family, so through a sperm donor and in-vetro fertilization, Kaitlyn gave birth 6 months ago to their son, Ryan.

Name : _____

STUDENT HANDOUT: FAMILY STRUCTURE EVALUATION GRAPHIC

<p>Difficulties children may face due to family structure.</p>	<p>Number of families you know with this structure:</p>	<p>How structure conforms to societal norms for a family.</p>
<p style="text-align: center;">FAMILY</p>		
<p>Benefits children may have due to family structure.</p>	<p>Rate perceived societal acceptance of this structure:</p> <p>(1=weak acceptance, 5=strong acceptance)</p>	<p>How structure deviates from societal norms for a family.</p>

LESSON 4: INTER-GENERATIONAL FAMILY SURVEY

PURPOSE:

- Engage parents or guardians in classroom experience
- Provide opportunity for introspective evaluation of families
- Allow open discussion of society's expectations of a family

MATERIALS:

- Copies and transparency of "Student Handout: Family Survey," page 12
- Copies and transparency of "Student Handout: Intergenerational Family Survey," page 13

PROCEDURE:

- Distribute the student handout: "Family Survey" (p. 12).
- Instruct students to complete the survey.
- Read through each survey question, ask those who agree to stand, those who disagree to sit on the floor, and those who aren't sure to remain in their desks.
- Ask for volunteers or call on people to explain their opinion.
- After several opinions have been given, allow students to change positions if they have changed their mind.
- Tally the number of students who agree, disagree, or still aren't sure on the transparency.
- Distribute the student handout: "Intergenerational Family Survey" (p. 13). Instruct students to have a parent or guardian complete this survey and bring it to class the next day. Students should not discuss the questions with their parent or guardian while the survey is being completed.



HINT: If a student's parent or guardian is out of town or unavailable, suggest that the student contact an older adult, even over the phone, so that he or she is able to participate in the following activities.

- Return or ask students to get out their first survey and compare their answers with the "adult" answers they collected. They should complete the last column on the second survey at this time.
- Read through each survey question, asking students to stand if they checked the last column, meaning they had the same answer as the adult they collected data from. Tally the results on the transparency.
- When appropriate, discuss why, for some questions, both generations seem to agree, and for others there are differences of opinion or occurrence.

DISCUSSION QUESTIONS:

- What topics did the majority of students agree on? On what topics was there major agreement on between the generations?
- Over time, how are families changing? How are perceptions and expectations changing?
- Did student opinions vary greatly or were they fairly consistent?

Name : _____

STUDENT HANDOUT: FAMILY SURVEY

This survey is going to be used to compare student and adult opinions about family structure, family expectations and family perceptions. Answer each question honestly.

	Agree	Disagree
1. It is important for people in a committed relationship to marry.	<input type="checkbox"/>	<input type="checkbox"/>
2. Our society should legally recognize all types of relationships should two people want to marry – regardless of sexuality, race, religion, etc.	<input type="checkbox"/>	<input type="checkbox"/>
3. To be considered a “family” you must have children – either born to you or adopted.	<input type="checkbox"/>	<input type="checkbox"/>
4. People should be in a committed relationship by the time they are 30.	<input type="checkbox"/>	<input type="checkbox"/>
5. If a marriage is not working out, divorce is an acceptable option.	<input type="checkbox"/>	<input type="checkbox"/>
6. Couples with children should not divorce until the kids are out of the house.	<input type="checkbox"/>	<input type="checkbox"/>
7. Couples should limit the number of children they have to less than 4.	<input type="checkbox"/>	<input type="checkbox"/>
8. People younger than 18 should be allowed to marry, if they have parental consent.	<input type="checkbox"/>	<input type="checkbox"/>
9. Divorce rates will level off, not continue to rise.	<input type="checkbox"/>	<input type="checkbox"/>
10. Choosing to be single and adopting a child is an acceptable way to have a family.	<input type="checkbox"/>	<input type="checkbox"/>
11. It’s important for one parent to stay home with young children instead of work.	<input type="checkbox"/>	<input type="checkbox"/>
12. Prenuptial agreements should become mandatory considering the high divorce rates in our society.	<input type="checkbox"/>	<input type="checkbox"/>
13. Day care has had an adverse affect on our society.	<input type="checkbox"/>	<input type="checkbox"/>
14. Finances should be one of the top considerations when people are deciding the number of kids they would like to have.	<input type="checkbox"/>	<input type="checkbox"/>
15. If a parent were to stay home with young kids, it should be the female, unless her job brings in considerably more income.	<input type="checkbox"/>	<input type="checkbox"/>
15. Birth control is an appropriate method of family planning.	<input type="checkbox"/>	<input type="checkbox"/>
17. If you have children, you would hope for them to fall in love and marry someday.	<input type="checkbox"/>	<input type="checkbox"/>
18. You would like to have grandchildren.	<input type="checkbox"/>	<input type="checkbox"/>

Name : _____

STUDENT HANDOUT: INTERGENERATIONAL FAMILY SURVEY

Student: Give this survey to your parent or guardian. Do not discuss any of the statements until the survey has been completed. Bring the survey back to class for discussion.

Adult: Please complete this survey. Ignore the last column as it is for the student to complete in class.

	Agree	Disagree	Same
1. It is important for people in a committed relationship to marry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Our society should legally recognize all types of relationships should two people want to marry – regardless of sexuality, race, religion, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. To be considered a “family” you must have children – either born to you or adopted.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. People should be in a committed relationship by the time they are 30.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. If a marriage is not working out, divorce is an acceptable option.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Couples with children should not divorce until the kids are out of the house.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Couples should limit the number of children they have to less than 4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. People younger than 18 should be allowed to marry, if they have parental consent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Divorce rates will level off, not continue to rise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Choosing to be single and adopting a child is an acceptable way to have a family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. It’s important for one parent to stay home with young children instead of work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Prenuptial agreements should become mandatory considering the high divorce rates in our society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Day care has had an adverse affect on our society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Finances should be one of the top considerations when people are deciding the number of kids they would like to have.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. If a parent were to stay home with young kids, it should be the female, unless her job brings in considerably more income.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Birth control is an appropriate method of family planning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. For your children, you hope for them to fall in love and marry someday.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. You would like to have grandchildren, or more grandchildren.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

LESSON 5: TRADITIONAL FAMILY DEBATE


PURPOSE:

- Provide students with a forum to consider the future and functions of families
- Encourage students to argue opinions that differ from personal views

MATERIALS:

- Copies of “Student Handout: Community Positions,” page 15
- Copies of “Student Handout: Personal Opinion,” page 16

PROCEDURE:

- Break students into five groups: the association for retired people, the community parents association, the national organization for women, religious leaders, and the ACLU.
- Explain to students that they will be debating what constitutes a “family” and a “marriage” in the context of the following scenario (read to the class):
 “The nation will soon be voting on legislation regarding marriage and families. Tonight’s nationally televised debate is to inform the general public of the different opinions regarding what constitutes a marriage and a family. What is the purpose of marriage? And, what rules, if any, should govern having a family? There are five respected groups taking part in the debate tonight. Each group will make an opening statement (no longer than 5 minutes) to be followed by rebuttals and questions from the other groups.”
- Distribute the student handout: “Community Positions,” (p. 15). Instruct groups to read through the information on their assigned position.
- Allow groups adequate time to prepare arguments for the debate. They should expand on the information and arguments given in the handout.
- Each group should present an oral argument to start the debate. Other groups should be allowed to respond at the end of each argument if they have a counter point to make or a question to ask.
- The instructor should act as a moderator, asking questions if the debate does not naturally gain momentum.
- When the debate has run its course, students should complete the student handout: “Personal Opinion,” (p. 16).
- The “Personal Opinion” handout should be collected.

STUDENT HANDOUT: COMMUNITY POSITIONS

ASSOCIATION OF RETIRED PEOPLE

The Association of Retired People are calling upon their wisdom and experience as credentials for this debate. They represent generations of changes and challenges and therefore, they feel qualified to give guidance on the issues of family and marriage. On a whole, their stand is conservative and traditional. There are strong beliefs that marriage should be reserved for men and women, that divorce should be avoided at all costs, and that children should be a natural part of the union of husband and wife.

COMMUNITY PARENTS ASSOCIATION

This group of parents is concerned about the general welfare of children. There is great diversity in their beliefs as to who should be allowed to marry and by what means children should be conceived. As a whole, they feel that as long as children are being loved and well provided for, then any union of people or means of conception are appropriate. All children, no matter what type of family they exist in, deserve to be protected and cared for.

THE NATIONAL ORGANIZATION FOR WOMEN

This group is concerned about protecting the rights of single women and single moms. They do not feel that a “Dad” is absolutely necessary for the healthy upbringing of a child. If a marriage or relationship is doing more harm than good, they want to make sure that mom’s who choose to raise their children alone are not penalized. They also support single women who want to have a family (through artificial insemination or adoption) without having a marriage.

RELIGIOUS LEADERS

This group of religious leaders is concerned about the moral decay of our society. They strongly believe that marriage should be reserved for men and women, not legalized for homosexual couples. They feel that any artificial means to create or destroy life is unnatural and wrong. They wish for a return to strong family values and voice their disapproval of divorce under most circumstances.

AMERICAN CIVIL LIBERTIES UNION

This group fights for people’s rights. They feel that the legal benefits of marriage should be expanded to include homosexual couples as should their right to adopt children. As long as a couple can provide a stable, secure and loving home for a child, there should not be rules regarding the gender or number of people involved. A family is difficult to define, and as long as there are needy children who need loving homes, our perception of what makes a family needs to be flexible.

Directions: You have been assigned a position to present debate arguments for. This position may or may not reflect your personal opinion. Space below is provided for you to explain your personal opinion on what constitutes a marriage and a family. Your response should be one paragraph in length. Your topic sentence should include your position and the rest of the paragraph should contain specific reasons for your opinion.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

EDUCATION

LESSON 6: SITUATIONS FOR THE SCHOOL BOARD


PURPOSE:

- Provide students with real life school board dilemmas
- Allow students to work in small groups
- Encourage discussion and debate about school issues

MATERIALS:

- Copies of “Student Handout: Situations for the School Board,” page 18

PROCEDURE:

- Randomly assign students to groups of 6.
- Read this background information to the class.
 -  “Your group is the Sticky City School Board. Sticky City is a city comprised of a diverse population. There are many families with children involved in different activities and with different goals and aspirations. Your job as a school board is to balance the needs of these students and families with the financial constraints of a school district. There are several difficult issues on your agenda and together you must reach some consensus. The board itself is made up of a representative sample of the population and the members are looking out for the interest of who they represent.”
- Distribute the student handout: “Situations for the School Board,” (p. 18).
- Instruct groups to assign/select representative roles: parent of an athlete, parent of an honor student, city business representative, elderly person without children in school, former teacher, area recreation department chair/drama teacher. Encourage students to take on these roles and create logical arguments from their assigned position.
- Allow adequate time for groups to discuss each situation and reach a conclusion about the situation. One person should complete the written portion of the student handout for the group.
- Reconvene as a class and discuss each situation. A reporter from each group should explain the group’s decision and reasoning. Take time to discuss relevant issues as they arise.



HINT: If there are concerns about student participation, each student could fill out the written portion of the student handout prior to meeting in a small group. Different group members could be assigned the responsibility of note taking and reporting on a specific controversy for their group as well.

Name : _____

STUDENT HANDOUT: SITUATIONS FOR THE SCHOOL BOARD

Situation #1: Through a private donation, the school board has been granted \$1000.00 for a new scholarship. There are no specific requests by the donor as to scholarship criteria for student selection so the school board must determine on what merits this scholarship will be given. What criteria does a student have to meet in order to apply for this scholarship?

School Board Decision: _____

Reasons: _____

Situation #2: The school district has been researching the idea of mandatory uniforms. Studies indicate, after an initial backlash, there is a decrease in behavior problems, and less reported peer pressure by students.

School Board Decision: _____

Reasons: _____

Situation #3: The School District has a zero tolerance policy for fighting. Any student in a fight should receive a three-day suspension. This week there were two fights – one was a sudden outburst after a mishap in the parking lot, and the other was initiated by a student after prolonged teasing and harassment. Do the offenders get the same punishment?

School Board Decision: _____

Reasons: _____

Situation #4: The School Board is over budget and has to make cuts. The list of programs to cut has been narrowed down to cutting the following: all Freshman sports, 3 teaching positions (raising class size), eliminating tech-ed. classes, or busing kids to the junior high for foreign language classes.

School Board Decision: _____

Reasons: _____

LESSON 7: PEER GUIDANCE GROUP

PURPOSE:

- Provide students with a simulation that allows for their opinions to dictate school policy
- Allow students to act and role play
- Demonstrate the difficulty of reaching consensus when individual morals and values are considered

MATERIALS:

- Copies of “Student Handout: Student Conflict Scenes,” page 20
- Copies of “Student Handout: Peer Guidance Group Note Sheet,” page 21
- Copies of “Student Handout: Peer Guidance Discipline Recommendations,” pages 22-23
- Discussion Questions, page 24

PROCEDURE:

- Randomly assign students to groups of 3-4.
- Distribute the student handout: “Peer Guidance Group Note Sheet,” (p.21) to all students. Distribute one conflict from the student handout: “Student Conflict Scenes,” (p. 20) to each group.
- Explain to the groups that they will be acting out a school issue and then later acting as a Peer Guidance Group to determine appropriate discipline for the behaviors shown in the skits. The note sheet is for them to note the events and pertinent information from the skits.
- Give groups adequate time to prepare for their skits. Skits should be brief and not the main focus of this activity.
- Remind students to write down any information which may help them determine discipline action at the conclusion of the skits.
- Once all groups have presented the skits, distribute the student handout: “Peer Guidance Discipline Recommendations,” (p. 22) and instruct groups to begin debating possible discipline measures. One person should record their final decision on the handout and be prepared to explain their decision to the class.



HINT: This would be an appropriate time to mix up or combine groups. Students would have new people to work with, changing the group dynamic set in place from the skits. Groups larger than 3 may be more suited to the discussion of discipline as there will be more opinions and less willingness to give in to the first suggested option.

- After adequate time, go through each scene and have the groups report on their discipline decision.
- Discuss questions found on page 24 after groups have reported on each scene.

STUDENT HANDOUT: STUDENT CONFLICT SCENES

① Plagiarism - Turning in someone else's paper

John had a paper due in his social studies class but was unable to get it done on time. He was involved in sports and had spent time on the last two weekends hunting with his father. He knew he couldn't afford to get a zero, so he turned in a copy of his sister's old paper. She had the same assignment from the same teacher two years ago. When confronted by the teacher John denied copying the paper until the teacher produced his sister's paper from her files.

② Stealing – Money stolen from a locker

Jessica comes from a very poor family and when she saw an open locker with a purse inside, she couldn't resist taking the \$20.00 that was in the front pocket. Jessica figured that most kids have so much more than she did, they wouldn't miss twenty bucks. She didn't usually eat lunch because she didn't have money for it, just this once, she wanted to go eat like the rest of the kids.

③ Loitering – In hall without a pass

During study hall, Luke had to go to back to his locker to get a book he forgot. He knew he couldn't get a pass, so he snuck out. At his locker, he noticed another girl, Jessica, taking money from his friend Molly's locker. Luke went to the principal to turn her in. When asked what he was doing at his locker, Luke had to confess to sneaking out of study hall.

④ Alcohol Abuse – Hung over at practice

Kelly is one of the star softball players, but she is also known for her drinking habits. On a Saturday morning practice, she runs to the restroom and gets sick. When confronted by her coach, she says she has the flu, but her eyes were bloodshot, her words were slurred, and there was a faint smell of alcohol. After questioning, her teammates admit knowledge of a party Kelly had attended the night before.

⑤ Dress Code Violation – Inappropriate shirt

Jerry knowingly wore an inappropriate shirt to school, simply for attention. During his first class, his teacher asked him to change or to turn the shirt inside out. Jerry laughed and complied – no big deal – he expected as much. Later after lunch, the same teacher saw him wearing the shirt again.

⑥ Vandalism – Writing on another student's locker

Julia was angry at Becky for not including her in a social event over the weekend. To get back at her, Julia wrote religious slurs on Becky's locker, hoping to embarrass her.

⑦ Fighting – Student instigated a fight

Marcus is not usually a violent person, but the constant harassment from an upperclassman got the best of him as he took a swing at Ron. Ron was not injured and the fight was broken up as Ron was getting ready to throw his own punch.

⑧ Inappropriate Language - Swearing

Becky had just gotten back a test from her Science class, and was upset at the failing grade. While at her locker she looked down and saw religious slurs written all over in black marker. She pounded a fist on her locker in anger and swore loudly. A teacher was passing in the hall while this occurred and overheard Becky's foul language.

Name : _____

STUDENT HANDOUT: PEER GUIDANCE GROUP NOTE SHEET

Directions: This sheet is for you to take notes about the events, details and pertinent information presented in these skits. Keep in mind that eventually, you will be making disciplinary recommendations based on what you see and what you note.

① Plagiarism - Turning in someone else's paper

② Stealing – Money stolen from a locker

③ Loitering – In hall without a pass

④ Alcohol Abuse – Hung over at practice

⑤ Dress Code Violation – Inappropriate shirt

⑥ Vandalism – Writing on another student's locker

⑦ Fighting – Student instigated a fight


⑧ Inappropriate Language - Swearing


Name : _____

STUDENT HANDOUT: PEER GUIDANCE DISCIPLINE RECOMMENDATIONS


Directions: As the Peer Guidance Group, you must assess each behavior infraction and recommend disciplinary action. Assume that this is the first time each student has come in front of the Peer Guidance Group. Any recommended discipline should fall within your school's policies.


① Plagiarism - Turning in someone else's paper

 RECOMMENDED DISCIPLINE: _____


 REASONS/JUSTIFICATION: _____


② Stealing – Money stolen from a locker

 RECOMMENDED DISCIPLINE: _____


 REASONS/JUSTIFICATION: _____

③ Loitering – In hall without a pass

 RECOMMENDED DISCIPLINE: _____

 REASONS/JUSTIFICATION: _____

④ Alcohol Abuse – Hung over at practice



 RECOMMENDED DISCIPLINE: _____

 REASONS/JUSTIFICATION: _____



Name : _____

STUDENT HANDOUT: PEER GUIDANCE DISCIPLINE RECOMMENDATIONS, CONT.



⑤ Dress Code Violation – Inappropriate shirt

 RECOMMENDED DISCIPLINE: _____
_____ REASONS/JUSTIFICATION: _____



⑥ Vandalism – Writing on another student's locker

 RECOMMENDED DISCIPLINE: _____
_____ REASONS/JUSTIFICATION: _____

⑦ Fighting – Student instigated a fight

 RECOMMENDED DISCIPLINE: _____
_____ REASONS/JUSTIFICATION: _____

⑧ Inappropriate Language - Swearing

 RECOMMENDED DISCIPLINE: _____
_____ REASONS/JUSTIFICATION: _____

DISCUSSION QUESTIONS

① Plagiarism - Turning in someone else's paper

- Would it have made a difference if the paper was not his sisters, but a classmates?
- Would it have made a difference if his sister said he could use it?
- Would it have made a difference if he immediately admitted it was not his?

② Stealing – Money stolen from a locker

- Should reasons for stealing be considered when determining punishment?
- Should the amount or item stolen be considered when determining punishment?
- Would it matter if the theft was done out of need or simple want or mischief?

③ Loitering – In hall without a pass

- What role did his reason for going to the principal play in determining punishment?
- Does it matter why a person is in the hall without a pass, or should the punishment be the same regardless?

④ Alcohol Abuse – Hung over at practice

- Should trying to cover up a problem impact discipline?
- Should academic and sports issues be considered separately?
- Should being drunk and being hung over be treated separately? Which is worse?

⑤ Dress Code Violation – Inappropriate shirt

- How many issues (dress, insubordination) did you consider when determining punishment?
- How many warnings/chances should a person be given?

⑥ Vandalism – Writing on another student's locker

- Should reasons for vandalism be considered when determining punishment?
- Does attacking religion or race make vandalism worse than personal attacks?
- Does vandalizing school property rather than personal property impact punishment?

⑦ Fighting – Student instigated a fight

- Should reasons for fighting be considered when determining punishment?
- Should both students receive the same punishment?
- Should extent of injuries play a role in determining punishment?

⑧ Inappropriate Language - Swearing

- Should reasons for swearing be considered when determining punishment?
- Are certain swear words worse than others or does it depend on the context?
- Should swearing in frustration/anger be treated differently than swearing at a person?

LESSON 8: INEQUALITY ORGANIZER

PURPOSE:

- Encourage students to explore higher level issues in education
- Develop analytical, evaluation and critical thinking skills

MATERIALS:

- Copies of “Student Handout: Inequality Issues,” page 26
- Copies and transparencies of “Student Handout: Inequality Organizer,” page 27

PROCEDURE:

There are several ways to use these handouts, the following are suggestions.

- Break students into 4 groups. Assign each group an inequality issue to evaluate and present to the class.
- Assign each student one inequality issue to evaluate and then have students with matching issues form a group and compare their answers looking for similarities and differences. One spokesperson can present to the class.
- Have students form groups of 3-4 and have groups work together to evaluate each inequality issue. After collecting all of the evaluations, sort papers into groups with the same issue and re-distribute to groups so that there is a group with several of the “testing” papers, several of the “tracking” papers, and so on. Groups should prepare a brief presentation of all the material for the class.
- Students could individually complete an evaluation sheet for each of the inequality issues and the class could then discuss each issue as notes are taken on an overhead.

Regardless of the procedure taken, the following activities could be added to each option.

- Students could stand on a continuum to answer the question “How serious of a problem do you think _____ is in your school? What about in schools, in general?”
- Students could go to areas of the room designated for each inequality issue in response to the question, “Which issue do you feel is most important to your parents?” and “Which issue is most important to you?”
- In small groups, students could brainstorm solutions to the inequality brought about by each issue.
- Students could create a poster explaining the benefits and drawbacks of each issue.



HINT: Some of these options could be given as extra credit or enrichment for advanced students.

STUDENT HANDOUT: INEQUALITY ISSUES

Standardized Testing

Many people have argued, over the years, that standardized testing is biased. These tests have been used to grant admission to colleges, to gauge personal improvement, and to rank school districts as to their effectiveness, yet could some students who take these tests be at a disadvantage simply because of their background, their race, or their ethnicity? These tests use language that has been classified as “white,” and therefore puts those of European decent at an unfair advantage. Words commonly heard in white, middle-class, American homes are used and are familiar to students coming from these areas. Students of a different nationality, race, or ethnicity, may not understand as easily the connotations of these words and may struggle with questions, not because of not knowing the answer, but because of not understanding the question. Test writers claim that bias has been eliminated over the years, but others imply that the dominant culture will always be reflected in standardized tests.

Tracking

Tracking consists of assigning students to different educational programs based on their needs or abilities. Through tracking, students are supposed to learn through methods adapted to their abilities and motivation. There may be advanced classes for students who have accelerated abilities and require difficult challenges while there may be basic classes for those who need remedial skill assistance. Critics argue that this sets kids on permanent “smart” and “dumb” tracks for their entire education. Students are labeled and treated differently – given access to different teachers (more experienced teachers often teach the higher classes) and different expectations. Some suggest tracking segregates students academically and socially – all too often upon economic lines as well.

Private v. Public School

There has been a long-standing debate about which form of schooling is better – public or private. And, is it the schooling that makes a difference or the family environment from which the children come from? It is generally accepted that wealthier kids attend private schools as tuition can be fairly expensive. Therefore, these kids also have access to many resources (computers, tutors) that the general public may not be able to afford. Class sizes in private schools are typically smaller, giving students more individual attention from the teacher. Discipline is typically more stringent, thereby creating a safer, more orderly environment. If private school does offer a better education, is it fair that it is only available to those who are wealthy enough to afford it?

Access to Higher Education

Earning a college degree will increase a person’s earning potential dramatically. Yet, to earn a degree, you must first pay tuition. Tuition costs have been steadily rising over the years which makes it difficult for lower-income families to send their children to college. There are scholarships and loans available, but the cost is still overwhelming for so many that they don’t even apply. Are we making the rich get richer and keeping the poor, poor by allowing the cost of higher education to determine who the next “highly” educated, and therefore financially successful, people are going to be?

Name : _____

STUDENT HANDOUT: INEQUALITY ORGANIZER

Does _____ = Inequality?
(fill in an issue)

REASONS SUPPORTING INEQUALITY
(Why is the issue unfair?)

REASONS NOT SUPPORTING INEQUALITY
(Why is the issue fair?)

All things considered, what do you feel should be done about this issue?

Who would agree with you?

Who would disagree with you?

LESSON 9: INTER-GENERATIONAL SCHOOL SURVEY

PURPOSE:

- Engage parents or guardians in classroom experience
- Provide opportunity for introspective evaluation of our education system
- Allow open discussion of society's expectations of a school

MATERIALS:

- Copies and transparency of "Student Handout: School Survey," page 29
- Copies and transparency of "Student Handout: Intergenerational Family Survey," page 30

PROCEDURE:

- Distribute the student handout: "School Survey" (p. 29).
- Instruct students to complete the survey.
- Read through each survey question, ask those who agree to stand, those who disagree to sit on the floor, and those who aren't sure to remain in their seats.
- Ask for volunteers or call on people to explain their opinion.
- After several opinions have been given, allow students to change positions if they have changed their mind.
- Tally the number of students who agree, disagree, or still aren't sure on the transparency.
- Distribute the student handout: "Intergenerational School Survey" (p. 30). Instruct students to have a parent or guardian complete this survey and bring it to class the next day. Students should not discuss the questions with their parent or guardian while the survey is being completed.



HINT: If a student's parent or guardian is out of town or unavailable, suggest that the student contact an older adult, even over the phone, so that he or she is able to participate in the following activities.

- Return or ask students to get out their first survey and compare their answers with the "adult" answers they collected. They should complete the last column on the second survey at this time.
- Read through each survey question, asking students to stand if they checked the last column, meaning they had the same answer as the adult they collected data from.
- When appropriate, discuss why, for some questions, both generations seem to agree, and for others there are differences of opinion or occurrence.

DISCUSSION QUESTIONS:

- What topics did the majority of students agree upon? On what topics was there major agreement upon between the generations?
- Over time, how are schools changing? How are perceptions and expectations of schools changing?
- Did student opinions vary greatly or were they fairly consistent?

Name : _____

STUDENT HANDOUT: INTERGENERATIONAL SCHOOL SURVEY

This survey is going to be used to compare student and adult opinions about our educational system, school expectations and perceptions. Answer each question honestly.

	Agree	Disagree
1. There are many electives offered outside of math, English, science and social studies.	<input type="checkbox"/>	<input type="checkbox"/>
2. The expectations set by your school's curriculum and standards challenge you to do your best work.	<input type="checkbox"/>	<input type="checkbox"/>
3. Most class periods are spent with the teacher lecturing.	<input type="checkbox"/>	<input type="checkbox"/>
4. You are expected to turn in major assignments and papers typed.	<input type="checkbox"/>	<input type="checkbox"/>
5. Teachers are seen as strict disciplinarians.	<input type="checkbox"/>	<input type="checkbox"/>
6. Sports are not a main focus of your experience at school.	<input type="checkbox"/>	<input type="checkbox"/>
7. You fear being physically harmed in school by a gun.	<input type="checkbox"/>	<input type="checkbox"/>
8. A high school education is critical for future success.	<input type="checkbox"/>	<input type="checkbox"/>
9. Many kids you know are sexually active.	<input type="checkbox"/>	<input type="checkbox"/>
10. Computers are used in many classes making knowledge of computers essential.	<input type="checkbox"/>	<input type="checkbox"/>
11. You know most of the people in your graduating class.	<input type="checkbox"/>	<input type="checkbox"/>
12. Missing a day of school is looked down upon.	<input type="checkbox"/>	<input type="checkbox"/>
13. The majority of your teachers are female.	<input type="checkbox"/>	<input type="checkbox"/>
14. There is an element of fear when dealing with the administration or the thought of going to "the principal's office."	<input type="checkbox"/>	<input type="checkbox"/>
15. It is necessary to work a job outside of school to pay for school related and non-school related expenses.	<input type="checkbox"/>	<input type="checkbox"/>
16. The majority of your coaches are male.	<input type="checkbox"/>	<input type="checkbox"/>
17. You plan to go on to some form of higher education.	<input type="checkbox"/>	<input type="checkbox"/>
18. Getting a high school diploma is expected from you.	<input type="checkbox"/>	<input type="checkbox"/>

Name : _____

STUDENT HANDOUT: INTERGENERATIONAL SCHOOL SURVEY

Student: Give this survey to you parent or guardian. Do not discuss any of the statements until the survey has been completed. Bring the survey back to class for discussion.

Adult: Please complete this survey, answering the questions as if you had been given it while you were in high school. Ignore the last column as it is for students to complete in class.

	Agree	Disagree	Same
1. There are many electives offered outside of math, English, science and social studies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The expectations set by your school's curriculum and standards challenge you to do your best work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Most class periods are spent with the teacher lecturing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. You are expected to turn in major assignments and papers typed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Teachers are seen as strict disciplinarians.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Sports are not a main focus of your experience at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. You fear being physically harmed in school by a gun.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. A high school education is critical for future success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Many kids you know are sexually active.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Computers are used in many classes making knowledge of computers essential.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. You know most of the people in your graduating class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Missing a day of school is looked down upon.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. The majority of your teachers are female.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. There is an element of fear when dealing with the administration or the thought of going to "the principal's office."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. It is necessary to work a job outside of school to pay for school related and non-school related expenses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. The majority of your coaches are male.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. You plan to go on to some form of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Getting a high school diploma is expected from you.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

LESSON 10: SCHOOL WORKLOAD DEBATE

PURPOSE:

- Provide students with a forum to consider the changing role of school and work
- Encourage students to argue opinions that differ from personal views
- Assist students in evaluating the importance of money and education

MATERIALS:

- Copies of “Student Handout: School Work vs. Paid Work,” page 32
- Copies of “Student Handout: Personal Opinion,” page 33

PROCEDURE:

- Introduce the conflict students’ face when trying to do too much – completing and staying on top of homework, as well as working an outside job for pay. Suggest some reasons for limiting the number of hours a student can work during the week, and suggest some reasons for decreasing the amount of homework given in schools.
- Allow students to work in groups (or individually) to complete the student handout: “School Work vs. Paid Work,” (p. 32) which serves as a brainstorming tool for their debate on school workload.
- After appropriate time, poll students on some of the following issues and determine where there is a good split that would allow two teams to actively debate.
- ISSUES:
 - ◆ Only students who can maintain above average grade points should be allowed to work.
 - ◆ Students should choose between involvement in extracurricular activities or working an outside job.
 - ◆ Students should not be allowed to work more than 8 hours a week, and no later than 10:00 p.m. on weeknights.
 - ◆ If students have an incomplete assignment after working the previous night, their employer is notified and the student’s pay is docked.
 - ◆ Since working always interferes with school work or school performance, students should only be allowed to work during the summer.



HINT: A class could go through all of these topics, simply discussing as a large group. The activity could also be extended – allowing students to research their position and formally debate these issues with supporting evidence.

- Divide students into pro and con groups. Allow a few minutes for organization of ideas.
- Call on each group to give an opening statement. Allow the other side to pose questions, and make comments regarding the other group’s position.
- If students are reluctant to question each other, pose questions to the class and call on each side to respond. The teacher should serve as moderator to ensure the class discussion stays on track and is meaningful.
- End the debate by distributing the student handout: “Personal Opinion,” (p.33) and having students complete it individually.

Name : _____

STUDENT HANDOUT: SCHOOL WORK VS. PAID WORK

Why do students work? What do they need money for?

Why do schools assign homework?

How can a job interfere with school performance?

How is a job different (more or less interfering with school) than participation in school sponsored extra curricular activities?

Directions: You have just debated an issue(s) regarding student life, after school hours, and whether jobs interfere with success in school. Taking into consideration some of the opinions you heard, along with your personal experience, reflect upon what, if any, changes should be in made in our society regarding teenagers and jobs. If you feel no changes are necessary, explain why.

[illegible]

RELIGION

LESSON 11: FUNCTIONALITY OF RELIGION

PURPOSE:

- Introduce students to different religious practices
- Stimulate discussion on the societal purposes of religious practices

MATERIALS:

- Copies of “Student Handout: Functional or Dysfunctional,” page 35

PROCEDURE:

- Explain to students that all religions have different practices and rituals, all founded with some religious purpose in mind. This activity is designed to stretch student’s commonly held thoughts and analyze the societal functions of certain practices. Students should attempt to determine positive and negative societal implications from each practice/ritual. There should be no question that the practices hold important religious meaning for those of that faith, but the question surrounds the interaction of societal norms.
- Distribute copies of the student handout: “Functional or Dysfunction,” (p.35).
- Have students complete the handout individually or in small groups.
- After appropriate time, mix students into new groups to discuss their answers. Groups should try to come to a consensus regarding whether the described practice/ritual fits or meshes with societal norms for behavior.
- A poll of the groups can be taken to conclude the activity and students can comment on the interaction between societal norms and the described religious behavior.

Name : _____

STUDENT HANDOUT: FUNCTIONAL OR DYSFUNCTIONAL

Directions: Complete the following graphic by writing how the activities in the center column exist well within societal norms (the functional column) and how they deviate from societal norms (the dysfunctional column). This should not be a format to judge different religious practices, but to analyze how these practices exist within our society.

FUNCTIONAL	RELIGIOUS PRACTICES	DYSFUNCTIONAL
	Requirement to wear conservative clothing – especially for women.	
	Requirement to pay a certain percentage of earnings to the church	
	Requirement to pray 5 times a day	
	Requirement to fast during certain religious holidays	
	Requirement to limit activity (such as work and physical labor) on holidays	
	Requirement to believe in reincarnation.	

LESSON 12: RELIGION ISSUES - SKITS

PURPOSE:

- Illustrate some difficulties religion brings to family life in our society
- Allow active participation and group building skills through acting
- Encourage creativity with embellishment and addition to skit information

MATERIALS:

- Copies of “Student Handout: Religion Issues – Skits,” page 37
- Copies of “Student Handout: Personal Reflections,” page 38

PROCEDURE:

- Break students into 6 groups.
- Distribute copies of one skit to each group. Allow time for students to read through the information.
- Explain to students what is expected of them in presenting the skit. Some options are as follows:
 - ✎ **Basic:** Students should give an initial statement explaining the problem their skit deals with. Students act out the skit. Students answer any questions the class has. All students participate in the acting – even if characters need to be added. (Teacher then leads discussion regarding resolution of the issue.)
 - ✎ **Advanced:** Students write a script for their skit, adding their own ideas and drama to the scene. Students give a brief introduction to the issue prior to presenting their skit, and give their response to how the issue should be resolved after presenting their skit.
 - ✎ **Accelerated:** In addition to the “Advanced” assignment, each group leads a class discussion at the conclusion of their skit to examine different ways the issue can be resolved.
- Regardless of the option chosen to present the skits, at the conclusion of each skit, students should be given time to reflect on the issues presented and record their personal reactions on the student handout: “Personal Reflections” (p. 38).
- After reflection, some discussion of the issues presented should take place. Students can discuss with a partner, in a small group or as a whole class.

STUDENT HANDOUT: RELIGION ISSUES – SKITS

SKIT 1: Financial Donations

Jim and Suzanna were raised in religious households and regularly attend weekly prayer services. Both Jim and Suzanna work well-paying jobs and are in an upper-middle class economic bracket. They have two children who are involved in sports and outside clubs. Their finances are fairly tight as they are saving for college tuition for their kids, retirement, and yearly family vacations. Recently, their church sent out an appeal for families to increase their yearly donation to the church. Jim and Suzanna feel strapped by their current financial situation and don't see how they can give more, but the pressure is on. While they feel giving to the church is important, how much are they supposed to sacrifice?

SKIT 2: Parents of different religions

Scott and Mary come from different religious backgrounds. They were married in a non-denominational church to appease both families. Scott and Mary are expecting their first child and are pondering how to handle raising a child when they come from different faiths.

SKIT 3: Child not wanting to attend service

Jeremy is 16 years old and has decided that working a Saturday morning shift is more important than going to the Synagogue with his parents. His parents disagree and feel strongly about the entire family attending the service. Jeremy feels he is old enough to make decisions regarding his religious participation. His parents want to foster independence, but don't feel this is an appropriate choice or an area of his life he is old enough to dictate the conditions.

SKIT 4: Child choosing alternate form of religion

Gary and Jean are not religious people. They had their children baptized, but didn't follow through with making religion a part of their lives. Their oldest daughter, Maria, recently became friends with a group of girls interested in witchcraft. While Gary and Jean haven't instilled any specific religious foundation in their family life, they consider themselves Christian and are bothered by their daughter's recent friendship and possible participation in witchcraft.

SKIT 5: Family Planning

Consuela and Mark were both brought up in strict Catholic homes. After their marriage, they debated starting a family, but they weren't sure if they were ready, financially or emotionally. The Catholic Church frowns upon birth control and neither Consuela nor Mark wants to go against their faith. They fear that having a child at this point would be too much.

SKIT 6: Private School

Jennifer and Chris have been debating whether to send their children to public or private (religious) school. They both attended religious schools and had good experiences, however, their families also made a lot of sacrifices to pay the tuition. Jennifer and Chris aren't sure that they want to do without some of the extras (such as a computer and family vacations) that paying for private school would mean. They want their children to understand how important religion is in their daily life and education, but it may mean taking on extra work to pay for it. Is a religious education worth potentially giving up time as a family and other material goods?

Name : _____

STUDENT HANDOUT: PERSONAL REFLECTIONS

Instructions: After the completion of each skit, write your response to the issue at hand. Write one sentence stating how it should be resolved, and one or two sentences explaining your reasoning.

SKIT 1: Financial Donations - _____

SKIT 2: Parents of different religions - _____

SKIT 3: Child not wanting to attend service - _____

SKIT 4: Child choosing alternate form of religion - _____

SKIT 5: Family Planning - _____

SKIT 6: Private School - _____

LESSON 13: RELIGION & SOCIETY

PURPOSE:

- Encourage students to explore the impact of religion on society
- Develop analytical, evaluation and critical thinking skills

MATERIALS:

- Copies of “Student Handout: Religion’s Influence on Society,” page 40

PROCEDURE:

- Break students into groups of two to four people.
- Distribute a student handout: “Religion’s Influence on Society,” (p. 40)
- Read the instructions to the students and allow them adequate time to complete the handout.
- Once students have completed the handout, instruct them to choose two areas they feel religion has had the most impact on the “Encourage” side and two areas on the “Stifle” side.
- Pair groups up with other groups who have selected a similar category for the “Encourage” side. Have students discuss their reasons for choosing this category to strengthen their opinion and their arguments.
- Mix groups so that they are now paired with a group that chose a different category for the “Encourage” category. Have these students discuss the differences of their opinion. Stress the need to understand other positions, not necessarily for students to argue.
- Repeat the last two steps for the “Stifle” side of the handout.



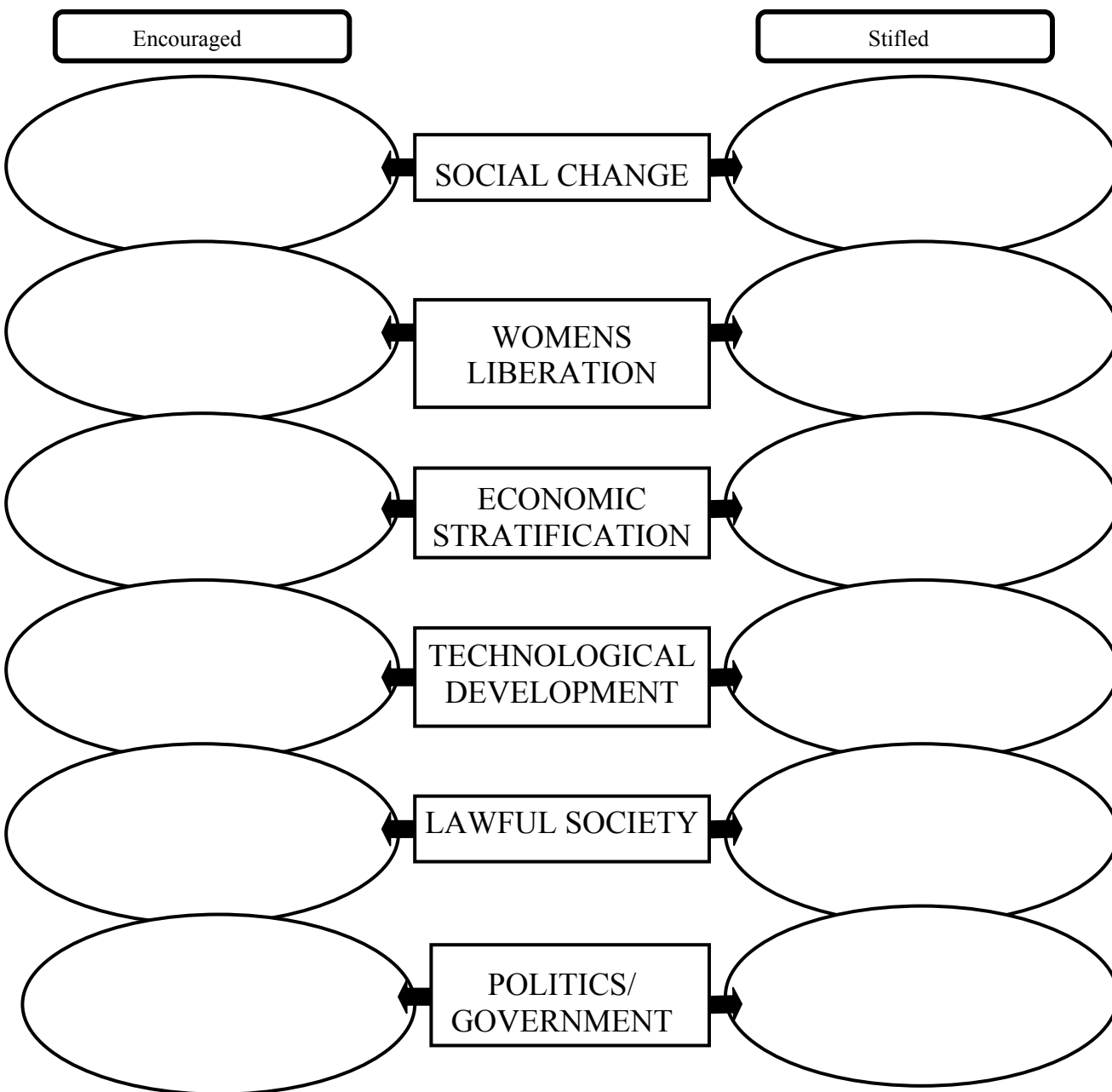
HINT: Students may need some guidance and assistance completing all of the categories. Suggestions are given below.

Category	Encourage	Stifle
Social Change	Valuing respect	Valuing tradition
Women’s Liberation	Preaching fairness	Not allowed female advancement
Economic Stratification	Backing conservative politicians	Donations to the poor
Technological Development	Access to religious info. on the web	Protest some medical advances
Lawful Society	Valuing strong morals	Disputes over religious land
Politics/Government	Preaching patriotism/unity	Dividing countries/leaders

Name : _____

STUDENT HANDOUT: RELIGION'S INFLUENCE ON SOCIETY

Instructions: Religions have influenced the development of society – its directions, its standards, its laws, and its structure. With your partner or group, brainstorm ways religion has both encouraged and stifled the issues and components of society listed below.



LESSON 14: RELIGIOUS QUOTES SURVEY

PURPOSE:

- Provide opportunity for introspective evaluation of religion's impact on society through government leadership
- Allow open discussion of how religion has brought moral character into our society
- Introduce students to great political and religious leaders of our time

MATERIALS:

- Copies of "Student Handout: Religious Quotes Survey," page 42

PROCEDURE:

- Distribute the student handout: "Religious Quotes Survey," (p. 42).
- Read through and clarify the instructions.
- Allow appropriate time for students to complete the handout.
- Read out loud, or have a student read, each of the quotes.
- After reading each quote, have those who agree with the quote stand. Choose, or randomly select, a few students to explain why they agree with the quote. Of the students who remain sitting, choose, or randomly select, a few students to explain why they disagree with the quote.
- Give students a minute to decide, or discuss with a student sitting near them, whether anything they have heard has caused them to change their mind.
- The quotes should be a starting point for discussion on how religion has impacted the development and focus of societies all over the world. After each quote, discuss how values and morals come into play with each statement.



HINT: Sometimes, relying on volunteers to give information leads to hearing from the same students over and over again while others remain silent. Even teachers can be unknowingly biased calling on certain students to give answers. Here are some ways to randomly select students to include all students in a discussion or activity:



Randomly pick a number from a hat. Starting in one corner of the room, count students up to that number and call on that person.



Call on one student, then have that student choose the next student to speak and so on.



Check students off on your roster as you call on them. Go in order, and only repeat names once all students have had the opportunity to participate.



Assign students a number 1-6. When it is time for students to participate, roll a die and have students with that matching number respond.

Name : _____

STUDENT HANDOUT: RELIGIOUS QUOTES SURVEY

This survey contains quotes from famous political and religious leaders. Decide whether you agree or disagree with each quote. Answer each question honestly.

	Agree	Disagree
1. Honest differences are often a healthy sign of progress. -Gandhi	<input type="checkbox"/>	<input type="checkbox"/>
2. The God who gave us life, gave us liberty at the same time. – Thomas Jefferson	<input type="checkbox"/>	<input type="checkbox"/>
3. Our individual faith in freedom can keep us free. – Dwight D. Eisenhower	<input type="checkbox"/>	<input type="checkbox"/>
4. Don't find fault. Find a remedy. – Henry Ford	<input type="checkbox"/>	<input type="checkbox"/>
5. Love your neighbor – but don't pull down your hedge. – Ben Franklin	<input type="checkbox"/>	<input type="checkbox"/>
6. No culture can live if it attempts to be exclusive. -Gandhi	<input type="checkbox"/>	<input type="checkbox"/>
7. Injustice anywhere is a threat to justice everywhere. – Martin Luther king, Jr.	<input type="checkbox"/>	<input type="checkbox"/>
8. You cannot shake hands with a clenched fist. – Golda Meir	<input type="checkbox"/>	<input type="checkbox"/>
9. You can't hold a man down without staying down with him. – Booker T. Washington	<input type="checkbox"/>	<input type="checkbox"/>
10. Faith is not belief without proof, but trust without reservations. – Elton Trueblood	<input type="checkbox"/>	<input type="checkbox"/>
11. Hatred can be overcome only by love. - Gandhi	<input type="checkbox"/>	<input type="checkbox"/>
12. Friendship is the only cement that will hold the world together. – Woodrow Wilson	<input type="checkbox"/>	<input type="checkbox"/>
13. Never in this world can hatred be stilled by hatred; it will be stilled only by non-hatred – this is the law eternal. – Gautama Buddha	<input type="checkbox"/>	<input type="checkbox"/>
14. The value of love will always be stronger than the value of hate... Any nation which Employs hatred eventually is torn to pieces by hatred. – Franklin D. Roosevelt	<input type="checkbox"/>	<input type="checkbox"/>
15. If we have no peace, it is because we have forgotten that we belong to each other. – Mother Teresa	<input type="checkbox"/>	<input type="checkbox"/>
16. Time is the wisest counsellor. - Pericles	<input type="checkbox"/>	<input type="checkbox"/>
17. Man cannot aspire if he look down; if he rise, he must look up. – Samuel Smiles	<input type="checkbox"/>	<input type="checkbox"/>

LESSON 15: RELIGION DEBATE

PURPOSE:

- Provide students with a forum to consider the influence of religion in public education
- Encourage students to argue opinions that differ from personal views
- Assist students in evaluating how morals, religion, and education are intertwined

MATERIALS:

- Copies of “Student Handout: Religion in Schools,” page 44
- Copies of “Student Handout: Personal Opinion,” page 45

PROCEDURE:

- Discuss how and why, according to the constitution, church and state are to remain separate and how that applies to public education.
- Allow students to work in groups (or individually) to complete the student handout: “Religion in Schools,” (p. 44) which serves as a brainstorming tool for their debate on what exactly “separate” means in the constitution.
- After appropriate time, poll students on some of the following issues and determine where there is a good split that would allow two teams to actively debate.
- ISSUES:
 - ◆ A moment of silence does not imply prayer and should be done at public school events.
 - ◆ Students should be allowed to decorate their lockers and teachers should be allowed to decorate their desks for religious holidays.
 - ◆ Public school choirs should be allowed to sing religious songs.
 - ◆ Prayers should be said at graduation ceremonies, and by coaches before sporting events, if the majority of students agree.
 - ◆ A list of “moral” behavior (similar to the ten commandments) should be posted in all classrooms.

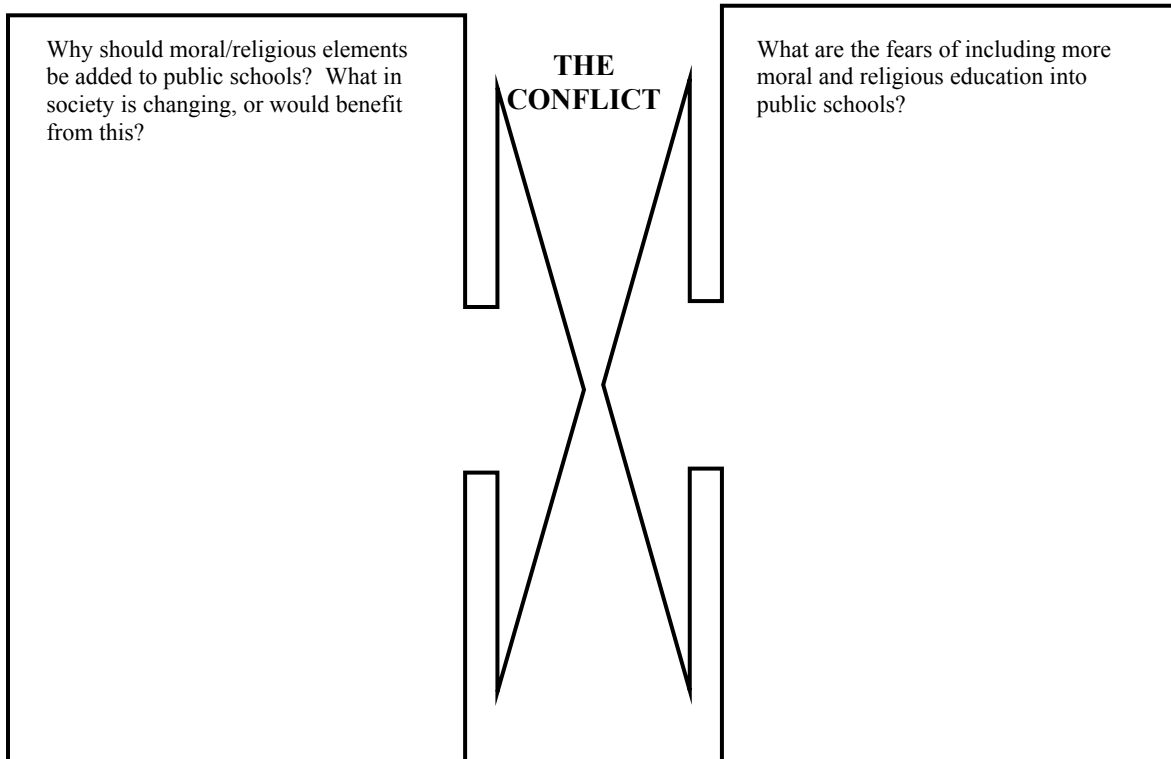
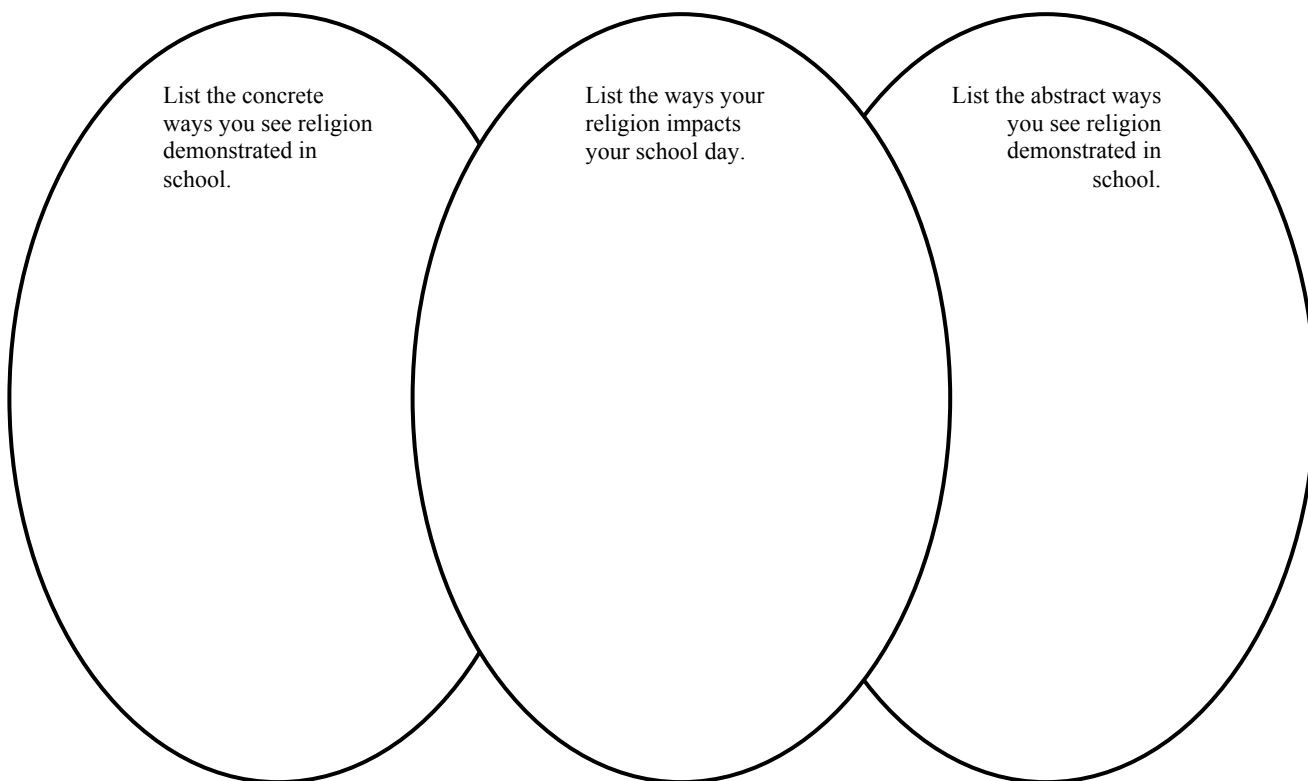


HINT: A class could go through all of these topics, simply discussing as a large group. The activity could also be extended – allowing students to research their position and formally debate these issues with supporting evidence.

- Divide students into pro and con groups. Allow a few minutes for organization of ideas.
- Call on each group to give an opening statement. Allow the other side to pose questions, and make comments regarding the other group’s position.
- If students are reluctant to question each other, pose questions to the class and call on each side to respond. The teacher should serve as moderator to ensure the class discussion stays on track and is meaningful.
- End the debate by distributing the student handout: “Personal Opinion,” (p. 45) and having students complete it individually.

Name : _____

RELIGION IN SCHOOLS



Directions: You have just debated an issue(s) regarding how separate religion and education should be in public schools. Taking into consideration some of the opinions you heard, along with your personal experience, reflect upon what, if any, changes should be made in our society regarding religion/morals being taught in public schools. If you feel no changes are necessary, explain why.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

GLOSSARY

Glossary

Education:

A social institution guiding how a society guides formal transmission of knowledge – including facts, skills, norms, behavior expectations and values to its members.

Extended Family:

A family unit including kin beyond parents and children.

Family:

A social institution, found in all societies, that unites people, provides social structure and supports, and that is responsible for the raising of children.

Formal Organization:

A large group organized to effectively and efficiently meet its goals.

Hidden Curriculum:

Subtle messages regarding political or cultural ideas presented in the classroom with the intent of delivering a clear message.

Marriage:

A legally sanctioned relationship, intended to never be broken. Expectations often include financial cooperation, sexual activity and child rearing.

Monotheism:

A belief in one God.

Polygamy:

A form of marriage uniting three or more people.

Polytheism:

A belief in many Gods.

Religion:

A social institution involving beliefs, practices, and moral behaviors based upon the guidance of a higher being.

Tracking:

The assignment of students to different types of educational programs from basic to advanced levels.

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	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Booklet(s) supplemented my textbook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Lessons were easy to follow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Student handouts were clear and useful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Students enjoyed the activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Format was teacher-friendly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Product satisfied my needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Suggested topics for future *Sociology Activities* volumes or booklets in other curricular areas: _____

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