

Introduction to Anthropology, Psychology, and Sociology  
HSP 3M1 Unit Plan

SOCIAL MOVEMENTS AND ORGANIZATIONS  
AS AGENTS FOR POSITIVE CHANGE

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## IMAGE OF THE LEARNER

Evergood Secondary School services a highly ethnically diverse suburban low socio-economic community. Evergood is located in the south-west corner of the OhSoFine District and has a population of 1100 students. In the spring of 2005, the student population was made up of 54% female and 46% male. The community is extremely diverse with working-class white and Somali families making up a slim majority of the neighbourhood.

The school is well known for its athletics and technology education, with 45% of the population continuing on to community college and 25% university bound. There is a significant ESL learner population (5% identified as ESL stage one) with 32% of attending students had a primary language other than English; almost 8% of the school population has arrived in Canada in the last 5 years. Almost 25% of students have some IEP identification and the school has excellent resources in the communications department to address their needs; the administration has fostered a very collaborative culture between classroom teachers and special educators.

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## UNIT OVERVIEW

This sub-unit will be part of the Social Groups and Movements unit, near the end of the HSP3M course. Previous course units have covered the following topics: introduction to Psychology, Sociology, and Anthropology with a focus on research methods and theoretical foundations; applications of theories in understanding the role of the individual in society throughout human history; and understanding the role of social institutions in our lives. Within the Social Structures and Institutions strand, students became familiar with background information on the formation of institutions and their purpose.

To bring the curriculum alive for the students, we have chosen to begin the investigation into group formation and dynamics through the lens of gangs in

North American society; drawing as much as possible from community members and local issues. Students at Evergood are familiar with gangs through popular culture and have also experienced some gang related activities in the neighbourhood and in the school. We also take it as given that teenagers have a good understanding of group formation and the issues associated with in and out group dynamics. Once the students have gained an understanding of the reasons for gang formation and the destructive influence they have on individuals and society, we will investigate the role and methods of social groups and movements whose isolation from mainstream social institutions have resulted in positive change.

The content of this unit will involve an investigation into: reasons for group formation; situations when groups form to fulfill the needs of minorities that are not represented by mainstream social institutions; and characteristics of gangs and their impacts on society.

ENDURING UNDERSTANDINGS AND UNIT EXPECTATIONS CHART

<b>Enduring Understandings</b>	<b>Overall Expectations</b>	<b>Specific Expectations</b>
<p>1. Some social groups and movements form to fulfill the needs of minority groups that are not represented by mainstream social institutions.</p>	<ul style="list-style-type: none"> <li>▪ Demonstrate an understanding of characteristics of groups in Canadian society as identified by APS;</li> <li>▪ Analyse the psychological impact of group cohesion and conflict on individuals, groups, and communities.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Describe the different types of groups that form to serve collective needs;</li> <li>▪ Demonstrate an understanding of the various reasons and different ways in which individuals form groups, and categorise various types of groups in Canadian society.</li> </ul>
<p>2. Social groups and movements form in order to fulfill the emotional and psychological needs of their members.</p>	<ul style="list-style-type: none"> <li>▪ Analyse the psychological impact of group cohesion and conflict on individuals, groups, and communities.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Analyse APS perspectives on group cohesion;</li> <li>▪ Demonstrate and understand of discrimination and exclusion in social relationships from the perspectives of APS;</li> <li>▪ Demonstrate an understanding of the factors that explain human behaviour.</li> </ul>
<p>3. Minority social groups and movements can be a force for positive change.</p>	<ul style="list-style-type: none"> <li>▪ Demonstrate an understanding of characteristics of groups in Canadian society as identified by APS.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Explain from the perspective of APS, how membership in different groups influences the individual, the family, and the community;</li> <li>▪ Analyse examples of social or institutional practices in earlier historical periods that formed the basis for social relationships involving discrimination or exclusion in contemporary society.</li> </ul>
<p>4. Social science research skills help to better understand, analyse, and communicate how we know the world.</p>	<ul style="list-style-type: none"> <li>▪ Use appropriate social science research methods effectively and ethically;</li> <li>▪ Conduct research to determine the critical differences and similarities among the approaches and concepts of anthropology, psychology, and sociology, and summarize their findings;</li> <li>▪ Effectively communicate the results of their inquiries.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Correctly use the terminology of anthropology, psychology, and sociology;</li> <li>▪ Demonstrate an ability to locate and select relevant information from a variety of print and electronic sources;</li> <li>▪ Demonstrate an ability to organize, interpret, and analyse information gathered from a variety of sources.</li> </ul>

*Task Description*

In small groups, students will form a social organization with goals of positive social change and will represent that organization in a *community fair*. The formation of the social organization will be done along a strict set of criteria that all groups will have to address (i.e., target institution, organization goals, methods to achieve goals, etc). The formation of the organization will be done using the framework that has been discussed earlier in the unit when social groups and movements were defined.

The formation of the small groups that the students will work in can be done in any number of ways. Ideally, this will be accomplished by students self-identifying as a group leader—these students should have a good idea of the social issue they would like to address and have an idea of what the methods/structure of the organization will be. These students then, informally, present these ideas to the class, and *recruit* members to their organization. This most closely resembles how social organizations are born in the *real world*. Alternatively, groups can be formed without an idea of the social issue to be addressed.

The purpose of the fair is to expose students to a wide variety of social groups and movements that seek positive change on many different fronts. All groups will be using a similar structure for describing their organization and there will be a strong emphasis on positive and realistic goals and approaches.

The fair will span two classes so that all students have an opportunity to learn about other organizations.

*Process*

1. Students develop a common goal within their group. Need to identify how society is currently not meeting their needs.
2. In-class conference to monitor groups' progress and suggest improvements.
3. Develop a Mission Statement and an action plan. Submit as a group. Formative feedback as a checklist.
4. Plan a display for fair (brochures, display, logo, Mission Statement, etc.
5. Student reflection.

### *Accommodations*

- Groups can be formed in order to benefit students in need of support
- Reflective piece can be submitted in audio form or through discussion.
- Students with special needs should be accommodated according to IEP guidelines.

### *Overall Expectations*

- Demonstrate an understanding of characteristics of groups in Canadian society as identified by APS;
- Analyse the psychological impact of group cohesion and conflict on individuals, groups, and communities.
- Analyse the psychological impact of group cohesion and conflict on individuals, groups, and communities.
- Demonstrate an understanding of characteristics of groups in Canadian society as identified by APS.

## CULMINATING ACTIVITY: STUDENT HANDOUT

Description: Within your group you will identify an area of society within which you would like to create change. Throughout the unit we have been discussing different types of groups, why they form, and how they try to create change within society. As a group you will choose an issue that you feel needs to be addressed and you will design a plan to raise awareness about your cause and an action plan for change.

The final culminating activity consists of three tasks:

1. In small groups, create a social organization for positive change—use the worksheet titled *Social Movements Mission Statement and Action Plan Checklist* to make sure you are on track. I will be collecting this.

Due Date: \_\_\_\_\_

2. Community Fair. Your group will create a *storefront/booth/display* in order to recruit people to support your cause. This will span two periods and you will need to have a brochure, a display board, and will need to present information about your organization, including your mission statement, your action plan, logo, etc. **See the rubrics for details—both your peers and I will be evaluating your work.**

Due Date: \_\_\_\_\_

3. Personal reflection: You will be required to provide a detailed and thorough reflection on your experience of creating your organization and presenting it to your classmates. You will be thinking about both the process of creating the organization AND how successful you feel your organization will be in meeting the goals you set out for it. **See the rubric for details.**

Due Date: \_\_\_\_\_

Evaluation:

A. *Community Fair*

Brochure (25% of unit grade)

Display evaluation by me (25% of unit grade)

Display evaluation by your peers (5% of unit grade)

B. *Personal Reflection* (15% of unit grade)

SOCIAL MOVEMENTS MISSION STATEMENT AND ACTION PLAN CHECKLIST

Names of group members: \_\_\_\_\_

Name of the organization: \_\_\_\_\_

Social issue that your group or movement will be addressing:

\_\_\_\_\_  
\_\_\_\_\_

Mission Statement of your group or movement:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How will you be addressing this issue?

- Making changes at the source
- Publicising and educating
- Convincing governments to help
- Convincing businesses to help
- Other: \_\_\_\_\_
- Other: \_\_\_\_\_

Give some details on how you will execute your plan.

- 1) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 2) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 3) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

HANDOUT/BROCHURE RUBRIC

Topic: \_\_\_\_\_

Date: \_\_\_\_\_

Name: \_\_\_\_\_

Course Code: \_\_\_\_\_

Criteria	Level 4	Level 3	Level 2	Level 1
<b>Content</b> (Knowledge and Understanding/ Thinking and Inquiry)	<ul style="list-style-type: none"> <li>▪ Includes a powerful and inspiring <i>mission statement</i> which presents a highly focused reason for existence and plan for positive change.</li> <li>▪ Clearly and concisely provides the <i>context</i> for the issue the organization addresses.</li> <li>▪ <i>Form and Structure</i> clearly stated and highly appropriate to the mission of the organization.</li> <li>▪ Complete <i>contact information</i> present.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Includes a powerful <i>mission statement</i> which presents a focused reason for existence and plan for positive change.</li> <li>▪ Clearly provides the <i>context</i> for the issue the organization addresses.</li> <li>▪ <i>Form and Structure</i> clearly stated and appropriate to the mission of the organization.</li> <li>▪ Complete <i>contact information</i> present.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Includes a <i>mission statement</i> which presents a fairly focused reason for existence and plan for positive change.</li> <li>▪ Provides the <i>context</i> for the issue the organization addresses with some clarity.</li> <li>▪ <i>Form and Structure</i> stated with some clarity in respect to the mission of the organization.</li> <li>▪ <i>Contact information</i> is present.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Includes a <i>mission statement</i>.</li> <li>▪ Provides the <i>context</i> for the issue the organization addresses with limited clarity.</li> <li>▪ <i>Form and Structure</i> stated with limited clarity and inappropriate to the mission of the organization.</li> <li>▪ <i>Contact information</i> is not present.</li> </ul>
<b>Written Style</b> (Communication/ Thinking and Inquiry)	<ul style="list-style-type: none"> <li>▪ Powerful and persuasive <i>writing style</i> which is highly appropriate to the target audience.</li> <li>▪ The <i>writing</i> is succinctly and engaging with a mastery of language conventions.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Persuasive <i>writing style</i> which is appropriate to the target audience.</li> <li>▪ The <i>writing</i> is succinct and engaging with a mastery of language conventions.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Writing style</i> which is appropriate to the target audience.</li> <li>▪ The <i>writing</i> is succinct with a good command of language conventions.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Writing style</i> is somewhat appropriate to the target audience.</li> <li>▪ The <i>writing</i> is generally concise with most language conventions followed.</li> </ul>
<b>Visual Layout</b> (Communication)	<ul style="list-style-type: none"> <li>▪ Includes a highly impactful <i>logo</i> which successfully seizes attention. <i>Logo</i> communicates the purpose and spirit of the organization.</li> <li>▪ <i>Graphics</i> are exceptionally meaningful and relevant.</li> <li>▪ <i>Layout</i> is very well balanced and uncluttered.</li> <li>▪ <i>Organization</i> follows a logical progression.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Includes an impactful <i>logo</i> which successfully seizes attention. <i>Logo</i> communicates the purpose and spirit of the organization.</li> <li>▪ <i>Graphics</i> are meaningful and relevant.</li> <li>▪ <i>Layout</i> is well balanced and uncluttered.</li> <li>▪ <i>Organization</i> follows a logical progression.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Logo</i> successfully seizes attention. <i>Logo</i> communicates the purpose of the organization.</li> <li>▪ <i>Graphics</i> are relevant.</li> <li>▪ <i>Layout</i> is somewhat balanced and uncluttered.</li> <li>▪ <i>Organization</i> follows a somewhat logical progression.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Logo</i> seizes attention. <i>Logo</i> somewhat communicates the purpose of the organization.</li> <li>▪ <i>Graphics</i> are somewhat relevant.</li> <li>▪ <i>Layout</i> is unbalanced and cluttered.</li> <li>▪ <i>Organization</i> follows a limited logical progression.</li> </ul>

EVALUATING THE VISUAL DISPLAY – TEACHER ASSESSMENT RUBRIC

Community Organization \_\_\_\_\_

Student Names \_\_\_\_\_

Level 4	Level 3	Level 2	Level 1
<p><b>Visually appealing (C,A)</b> Design of display is of high quality and professionally laid out, with superior balance between a wide variety of elements such as text, pictures, maps, graphs, statistics, timelines and organization’s logo.</p>	<p>Design of display is of good quality and well laid out, with excellent balance between a variety of elements such as text, pictures, maps, graphs, statistics, timelines and organization’s logo.</p>	<p>Design of display is well laid out, with good balance between some elements such as text, pictures, maps, graphs, statistics, timelines and organization’s logo.</p>	<p>Design of display is laid out with limited balance between few elements such as text, pictures, maps, graphs, statistics, timelines and organization’s logo.</p>
<p><b>Interesting / Engaging (C)</b> The <b>content</b> highlights a wide variety of meaningful and reliable facts, notable case studies, and interesting elements to make the subject deeply engaging, relevant and highly focused.</p>	<p>The <b>content</b> highlights a variety of meaningful and reliable facts, notable case studies, and interesting elements to make the subject proficiently engaging and relevant.</p>	<p>The <b>content</b> highlights some variety of facts, notable case studies, and/or interesting elements to make the subject engaging and relevant.</p>	<p>The <b>content</b> highlights a few facts, notable case studies, and interesting elements to make the subject somewhat engaging and relevant.</p>
<p><b>Interaction with Representatives (K/U, T/I, C)</b> Representatives able to authentically, enthusiastically and capably discuss their topics and answer visitor questions knowledgeably, confidently and with great ease.</p>	<p>Representatives able to authentically, enthusiastically and capably discuss their topics and answer visitor questions knowledgeably and with ease.</p>	<p>Representatives able to enthusiastically and capably discuss their topics and answer visitor questions competently and with some ease.</p>	<p>Representatives able to enthusiastically and capably discuss their topics and answer visitor questions with limited knowledge and/or ease.</p>

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EVALUATING THE VISUAL DISPLAY – STUDENT ASSESSMENT RUBRIC

Community Organization \_\_\_\_\_

Evaluator's Name \_\_\_\_\_

**Level 4**

The reflection is approximately 400 words. Descriptions of specific aspects of team process or the community organization are interwoven with deep personal reflection. There are clear and thoughtful statements of opinion on various aspects of the process of creating a community organization and its potential effectiveness. The writer relates the knowledge and ideas discussed throughout the unit and course to life experiences on a personal level. There is “in your face” evidence of personal growth. There is strong and stated desire to extend ideas and knowledge as a life long learner. The writing is succinct and engaging with a mastery of language conventions.

**Level 3**

The reflection is approximately 400 words. The description of aspects of team process and the community organization tends to be separated from reflection. There are clear and thoughtful statements of opinion on various aspects of the process of creating a community organization and its potential effectiveness. The writer related the knowledge and ideas discussed throughout the unit and course to life experiences on a personal level. There is evidence of personal growth. There is also a clear indication of a desire to extend ideas and knowledge as a life long learner. The writing is succinct and engaging with a good command of language conventions.

**Level 2**

The reflection is less than 400 words. The writer reflects, but tends to be more descriptive. There are clear and thoughtful statements of opinion on various aspects of the process of creating a community organization and its potential effectiveness. The writer relates the knowledge and ideas discussed throughout the unit and course to life experiences on a personal level. There is evidence of personal growth. There is some evidence of the desire to extend ideas and knowledge as a life long learner. The writing is succinct with most language conventions followed.

**Level 1**

The reflection is far less than 400 words. The writer reflects, but the majority of the writing is descriptive. There are some clear and thoughtful statements of opinion on various aspects of the process of creating a community organization and its potential effectiveness. The writer relates the knowledge and ideas discussed throughout the unit and course to life experiences on occasion. There is some evidence of personal growth. There is little evidence of the desire to extend ideas and knowledge as a life long learner. The writing is generally concise with some language conventions followed.

## SOCIAL MOVEMENTS AND ORGANIZATIONS AS AGENTS OF POSITIVE CHANGE

### Overarching Question

How do social groups and movements form and positively address their isolation from mainstream social institutions?

### Main Topical Questions

- 1) Why and how do social groups and movements form? What anthropological, sociological, and psychological factors contribute to the formation and participation in social groups and movements?
- 2) What are the differences between positive and negative social groups?
- 3) What needs do mainstream social institutions fail to address?
- 4) What roles have minority social groups and movements played in making our society what it is today?

### Description of Culminating Activity

In groups, students will form a social organization with goals of positive social change. This organization will be represented in a *community fair* spanning two classes.

### Curriculum Expectations

Content Expectations

- Analyse the psychological impact of group cohesion and conflict on individuals, groups, and communities.
- Demonstrate an understanding of characteristics of groups in Canadian society as identified by APS.

Research Expectations

- Use appropriate social science research methods effectively and ethically;
- Conduct research to determine the critical differences and similarities among the approaches and concepts of APS, and summarize their findings;
- Effectively communicate the results of their inquiries.

Lesson	Topic	Formative	Summative	Assessment Plan	Time
1	Introduction to Group Formation: Gangs	✓ ✓		- Group discussion feedback - Written comments on student reflection	150 min
2	Groups and Group Behaviour	✓		- Check notes jigsaw for completeness	75 min
3	Roles, Norms, and Sanctions	✓	✓	- Comments on group analysis - Homework on scenario analysis <i>10% of unit grade</i>	75 min
4	Anti-social groups	✓		- Reflection piece	75 min
5	Groups, Movements, and Social Organizations	✓		- <i>Four corners</i> activity to confirm lesson content	75 min
6	Case Study of a Social Organization: Greenpeace	✓		- Take up case study research	75 min
7	Research social groups and movements		✓	- Students will submit the results of their research using a handout/organizer <i>20% of unit grade</i>	150 min
8	CA: Community Fair		✓ ✓ ✓	- Brochure <i>25% of unit grade</i> - Visual Display <i>30% of unit grade</i> - Personal Reflection <i>15% of unit grade</i>	150 min

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## LESSON 1—INTRODUCTION TO GROUP FORMATION: GANGS

*Time Required:* 150 minutes

### *Key Questions*

- What is a gang?
- How do gangs define themselves?

### *Prior Knowledge*

- Social institutions have been covered extensively in the previous unit
- Knowledge of gangs in the class drawn from media and their own local experience

### *Curriculum Expectations*

- Describe the different types of groups that form to serve collective needs
- Demonstrate an understanding of the various reasons and different ways in which individuals form groups, and categorize various types of groups in Canadian society.

### *Link to Culminating Activity*

In order for students to create a social organization with goals for positive social change, they first need to understand what a social organization is, and by getting exposure to gangs, they see an organization with anti-social goals—thus getting a negative example. Gangs also provide an entrance into discussing organizations that form to address needs left out by the mainstream.

### *Materials*

Chart paper, Markers, Poster paper (various sizes)

### *Teaching Activities/Strategies*

Activity 1- Gang Formation (75 minutes)

- Students will form random groups of 4-6 students
- Strategy for random groups: Choose 6 different pictures and cut them up into pieces (4-6). Hand out pieces randomly, groups form when students find other group members needed to complete the picture.

- Once groups have formed, they are asked to create their own gang. Suggest to the groups to find common interests/attributes that they can form the gang around. They are asked to consider the following when collectively making decisions about their gang:
  - Beliefs
  - Colours & Symbols
  - Territory
  - Methods (violent, non-violent, etc.)
  - Organization (hierarchy, structure)
- Once groups have made decisions about their gang structure and identity they must prepare a short, simple presentation to the class. They may choose to create a poster, chant, skit, or just run through the criteria set above. Each group gets no more than five minutes.

Activity 2- Group presentations, group reflection, and class debriefing (75 minutes)

- Groups present their gangs
- Once presentations are complete, each group is asked to answer the following questions:
  1. How did you set up your gang? Why did you make those choices?
  2. What was the most challenging part of this activity? How did you overcome the challenge?
- Class Debriefing: Groups share answers to the questions
- Placemat activity to arrive at group definitions of “gang”. Using large chart paper, each group member jots their definition of a gang on their corner and from this arrive at a group definition. Each group writes their definition on the board.
- Teacher directed note taking: Provides the definition for a gang as a social organization. For example: Groups of people who hang around to support one another’s anti-social actions. (Images of Society textbook)

#### Homework

Students are asked to reflect on the definition of a gang and decide how their “gang” formed in class fits in with the definition.

### *Assessment*

#### Formative

- Teacher feedback through discussion about group formation of gang identity and definition of gangs
- Homework: Teacher feedback through comments on student reflection

### *Accommodations/Modifications*

- Homework assignment could be completed through oral conference with the student
- Random groups: “fixed” to ensure that weaker students are placed in strong groups
- Presentation style left undefined in order to allow for multiple intelligences

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## LESSON 2—GROUPS AND GROUP BEHAVIOUR

*Time Required:* 75 minutes

### *Link to Culminating Activity*

Background information on what a social group or movement actually is; how we define groups and their impacts on society. This lesson also requires good group work skills—exposure to the jigsaw activity models this.

### *Overview of Learning Activities*

- 1) Students individually brainstorm groups that they are members of, and compare these to the definition of social group membership according to the textbook and re-evaluate their group membership
- 2) Jigsaw the three perspectives on social groups: anthropological, sociological, and psychological. Outcome is full notes for all students on the three views.
- 3) Culminating activity will be introduced at this point to give guidance for the remainder of the unit.

### *List of Possible Key Resources*

- Textbook (Images of Society)
- Alternative to textbook is information from the internet

### *Assessment Options*

#### Formative

- Check the notes created from the jigsaw for completeness

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## LESSON 3—ROLES, NORMS, AND SANCTIONS

*Time Required:* 75 minutes

### *Link to Culminating Activity*

How do groups go about controlling their membership? An investigation into the norms and sanctions of groups helps to explain the way that people choose their members, and keep them in line. This will be of particular interest when the groups will decide on how they recruit new members and keep their agenda moving forward.

### *Overview of Learning Activities*

- 1) Teacher will provide definitions of roles, norms, and sanctions and how they shape behaviour within groups.
- 2) Students work in their groups with a familiar scenario (going on a date, family dinner, etc.) wherein they must explain the roles, norms, and sanctions inherent in the situation. These will be read out and the teacher will give comments.
- 3) Provide students with three different scenarios and they choose one to analyse as above and these will be submitted the following day.

### *List of Possible Key Resources*

- List of 12 scenarios to be analysed

### *Assessment Options*

#### Formative

- Informal comments on group results

#### Summative

- Homework will be graded for content only and returned next class

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## LESSON 4—ANTI-SOCIAL GROUPS

*Time Required:* 75 minutes

### *Link to Culminating Activity*

This lesson is very important for students' understanding of the harmful effects of anti-social groups in contrast to the positive groups that they will be forming for the culminating activity. A key understanding they will take to the end of the unit will be realising that the value of membership to individuals must be weighed against the harm to society.

### *Overview of Learning Activities*

- 1) Review the concepts of social control, and sanctions BUT in the context of society as a whole, not just within groups as in Lesson 3.
- 2) Plant one student in the class in the role of a deviant (speaking out of turn, etc) as a lead-in to a discussion of deviance, formal and informal sanctions, etc
- 3) Work in groups to assess if a deviant activity is anti-social or not – criteria for judgement will be if it has positive or negative impacts on society. Examples of behaviours could be skateboarding, graffiti, squeegee kids, etc.
- 4) Bring the discussion back to gangs in society and do a pro/con analysis of their impacts on their members and on society – arriving at the conclusion that gangs can be good for their members, but are bad for society as a whole.

### *List of Resources*

Background information on subcultures and social groups of the past

### *Assessment Options*

Formative

- Personal reflection on step 4 of learning activity

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## LESSON 5—GROUPS, MOVEMENTS, AND SOCIAL ORGANIZATIONS

*Time Required:* 75 minutes

### *Link to Culminating Activity*

This will lay the knowledge groundwork for the culminating activity. Students will come to understand how their small group can become a powerful organization with a strong influence on society. This lesson is meant to be extremely empowering to the students and get them excited about the final unit activity.

### *Overview of Learning Activities*

- 1) Introduce difference between small groups and organizations. Use an example to which students can relate. For instance, close friends (small group) vs. student council (organization)
- 2) Teacher directed note on general differences between small groups and organization (activities, focus, norms, criteria for membership, communication, hierarchy)
- 3) Consolidating Activity: Place signs around room of 2 different definitions (small groups, organizations). Teacher gives examples and students go stand in the correct area.
- 4) Youth and Social Movements—highlight role of youth in historical social movements. As a class, brainstorm reasons why youth are more likely to be involved in social groups and movements for change.
- 5) IMPORTANT: if it does not emerge from the discussion up to this point, teacher must emphasize that an underlying reason for group formation is the fact that their needs are not being met by their society.
- 6) Students are reminded that their Mission Statement and Action Plan Checklist are due next class.
- 7) Homework: List of five attributes that *they* think make a social movement successful.

### *List of Resources*

Examples to be used for consolidating activity (step 3)

### *Assessment Options*

#### Formative

- Consolidating Activity in step 3 will be assessed in the moment

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## LESSON 6—CASE STUDY OF A SOCIAL ORGANIZATION: GREENPEACE

*Time Required:* 75 minutes

### *Link to Culminating Activity*

This case study is laid out using the same format that the culminating activity is using. Students will have their project modelled for them as well as learn about a successful movement/organizations that started out as a small group of young people.

### *Overview of Learning Activities*

- 1) Take up the homework, writing on the board what students believe makes an organization successful (teacher may need to add some ideas).
- 2) Using a worksheet with important information to be pulled from Greenpeace literature, students working in pairs or small groups will identify the framework for the organization and how it functions. This includes mission statement, goals, leadership structure, etc. This serves as the model for their research in the next lesson and for the culminating activity.
- 3) Take up with the class.
- 4) Homework: In your pairs, choose a social organization or movement to do your own case study of in the computer lab tomorrow.

### *List of Resources*

Greenpeace information

Worksheet/Organizer for research

### *Assessment Options*

Formative

- Take up of case study research.

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## LESSON 7—RESEARCHING SOCIAL GROUPS AND MOVEMENTS

*Time Required:* 150 minutes

### *Link to Culminating Activity*

This case study is laid out using the same format that the culminating activity is using. Students will have their project modelled for them as well as learn about a successful movement/organizations that started out as a small group of young people.

### *Overview of Learning Activities*

- 1) Students will use the case study format from Lesson 6 to conduct their own independent research on their social movement of their choice. This will be done in one period
- 2) The second period will involve presentations of the research findings to a group of 3 other pairs. This will be practice for the community fair and will raise awareness of various social movements.
- 3) Homework: Think about a social issue that you would like to address.

### *List of Resources*

Computer Lab

Worksheet/Organizer for research

### *Assessment Options*

Formative

- Teacher will circulate and assess during both computer lab time and in-class small-group presentations.

## STATEMENT OF THE DESIGN PROCESS

Our team found the unit design process both challenging and valuable. Our teamwork skills were a bit challenging, especially in the beginning, as we all had very different motivations and attitudes towards the activity. Once some initial minor tensions were overcome, we all collaborated effectively and respectfully, dividing up some work but for the most part going through the development process together. The most difficult aspect of this project was the shift in mindset to actually apply the model of backward design. It is one thing to think we understand it conceptually but a completely different story to try to apply it without falling back into the habit of brainstorming lessons, etc., prior to deciding on the culminating activity. Having now experienced the process we can better recognize the value in designing a unit with a clear end in sight and how that can be helpful to students who otherwise may not fully understand why they have to do what is being assigned.