

A LEVEL SOCIOLOGY

Lesson Element

Norms and Values

Instructions and answers for teachers

These instructions should accompany the OCR resource 'Norms and Values' activity which supports OCR A Level Sociology.

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Lesson Element


Norms and Values Activity

Task 1 – The difference between norms and values: card sorting activity

Cut the following cards out to create a mix and match activity. Each value should have one norm attached to it and one behaviour which conflicts with the value.


Norms	Values	Conflicting Behaviour
To pay for things in a shop	One should not steal	Stealing food when hungry
To listen to instructions from teachers	One should respect their elders	Institutional ageism
To say please and thank you	One should be polite	Pushing in a queue when you have somewhere to be urgently
To bath or shower everyday	One should be hygienic	Not washing your hands after using the bathroom
Telling the truth when asked a question	One should not lie	Not telling the truth to save someone's feelings
Not to hit people when they say something you don't like	One should not harm others	A boxing match
To ask someone what is wrong if they are crying	One should think of others' feelings	Homophobia
To wear clothes in public	One should respect modesty	To take part in naked rambles

Version 2



Suggested timings:

Task 1: 10-30 minutes **Task 2:** 20 minutes **Task 3:** 1 hour **Task 4:** 10-30 minutes

 This activity offers an opportunity for English skills development.

Associated materials:

'Norms and Values' Lesson Element learner activity sheet.



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Task 1 - The difference between norms and values: card sorting activity

Objective

This activity could either be used as a starter activity to recap students understanding of the difference between norms and values or as an activity which leads to a discussion on behaviour that some people find challenging against values. It could also be used as a plenary to recap definitions by encouraging a competition element, fastest matching wins.

Task Description

The student worksheet contains three tables, each one stating a range of different norms, values and conflicting behaviour which are linked together. The students/teacher should cut these cards up and place one full set (24 cards in total) into an envelope or plastic pocket. Each column could be printed onto different colour card to make sure the students can clearly see the difference between norms, values and conflicting behaviour before reading them. The aim is for the students to match the norm to the value which underpins it and then match the behaviour that some people conduct which conflicts the value altogether.

The activity could be conducted by students individually, in pairs or in small groups and the teacher can use it for an opportunity to visit students individually to assist them and open discussion for wider issues.

Task 2 - Social construction of norms and values: worksheet and video clips

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Objective

The aim of this activity is to get students to not only understand the difference between norms and values but to begin to develop an understanding of how it is clear that norms and values are socially constructed. It should get them thinking about how norms change over time and are different cross culturally.

Task Description – Part 1

The worksheet begins with either a teacher led discussion or small group discussions into how norms and values can change over time with a focus on the act of dating. The teacher should encourage the students to think about dating 'norms' of the past and the values that underpinned them. For example the boy paying and asking for parental permission underpinned by the value that women need to be protected and are innocent, or no contact with the opposite sex until married underpinned with the value of no sex before marriage. This should lead into a discussion about how norms and values have



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changed. For example it is now acceptable to share payment on a date because we value equality. The question can then be answered 'what does this suggest about norms and values?' The students should be able to answer that norms and values change over time and therefore must be socially constructed.

Task Description – Part 2

The second part of the worksheet involves the students thinking about the norms and values associated with funerals in British culture in comparison with the norms and values associated with funerals in Italy and the Babongo tribe. Through teacher led discussion or small group discussion students should think about appropriate norms associated with a funeral in the UK and the values that underpin them such as wearing black, eulogies, showing emotion, sending flowers as a sign of respect for the life of the person. Then show the two clips and ask the students to write down the norms and values associated with funerals in those cultures. For example the type of flower having a meaning in Italy, and why they paint themselves white and wail when a person dies in the Babongo tribe. The students should then be able to suggest that not only are norms and values different in other cultures but they can also change during different occasions and hence must be socially constructed.

Task 3 - Norms and values in business: Human Resources briefing

Objective

The learning outcomes for this activity are for students to gain an understanding of norms and values in other cultures and apply this understanding to a workplace situation. The students could either work individually to research a location/culture or the class could be split into groups to research one location/culture each.

Task Description

The students will be required to pretend that they work in Human Resources for a business that is sending some of its employees to work overseas. It is their job to research the norms and values of the proposed locations and how the employees will have to change in order to fit into and work with the people in the suggested locations/cultures. The activity will encourage an active learning approach with the students taking on the roles of Human Resources employees and conducting a staff briefing to the rest of the class by presenting their findings.

This activity will require students to have conducted some prior research on a location/culture of their or their teacher's choice. The worksheet requires the students to apply the research they should have conducted about another location/culture to a business setting. They will need to focus on the



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location/culture's differences in dress, behaviours, social structure within business, respect, socialising, office behaviour, corporate gifts and gender roles. The students will then need to conduct a 'staff briefing' to inform their peers about the changes they will have to make when working in the company overseas. The students could also be encouraged to research what a staff briefing is and the forms they might take in other cultures in order to get an idea of how to present their findings and the norms and values associated with the workplace.

Task 4 – Class analysis of Task 3 Human Resources briefing

Objective

In order to make sure that the students' learning is assessed after 'Task 3' a small class discussion/analysis could take place.

Task Description

Through teacher led discussion, students should gain an understanding of whether different cultures have different norms based on the same 'human values' as the UK or whether there are different underlying values. It should also enable the students to think about why norms and values may be different in other cultures and where the norms and values that people live their lives by come from. It could also develop a discussion into why it is important for international businesses to know about different cultures and the importance of seeing cultures different to our own as equal.

Task 4 Extension Activity - Norms and values changing over time

There are some questions at the end of the Task 4 on the Norms and Values activity to encourage this discussion as well as an extension activity to research how norms and value in the UK may have changed since the 1980s to encourage greater exploration into how and why norms and values change over time.

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