

Lesson Plan

Chapter 2 : The Sociological Perspective of the self

Prepared by: Noella O. Ursal

I. Learning objectives

At the end of the lesson, the students are expected to:

1. Recognize what sociology tells about understanding the self and others.
2. Explain the theories of the social self.
3. Reflect on the importance of our society in developing our self.

II. Subject matter

A. **Topic** : The Sociological Perspective of the self

B. **References** : Simon, J [JehnSimon] 2022. *UTS (Understanding the Self) Lesson 2: Sociological Perspective of the Self*. <http://youtu.be/vzXFaiXnfGU?>

C. **Materials** : PowerPoint Presentation

D. **Values Integrated** : Cooperation

III. Procedure

| | Teacher's Activity | Student's Activity |
|---|---|---|
| A. Preliminary Activities -Greetings | Good Morning Class | Good Morning Ma'am |
| Opening Prayer | | |
| Classroom management | | |
| Checking of Attendance | Let us first check your attendance for today. Is there any absent today? | There's no absent ma'am. |
| Introduction / Motivation | | |
| Instruction / Delivery | <p>Sociology as a science, study social groups and human relationships which help shed new insight into the interconnectedness between the self and other people.</p> <p>Charles Horton Cooley, the self is not dependent on biological predispositions; rather, it is a product of social interaction.</p> <p>One of the pioneering contributions to sociological perspectives was Charles Cooley (1864-1929). He asserted that people's self-understanding is constructed, in part, by their perception of how others view them – a process term "the looking glass self".</p> <p>Sociologist Charles Horton Cooley introduced the looking-glass self to highlight that the people whom a person interacts become a mirror in which he views himself.</p> <p>The looking Glass Self (Cooley, 1902)</p> | Students will give their insights about sociological perspective of self. |

Sociological Perspective Lesson Plan

**Howard M. Bahr, Bruce A.
Chadwick, Robert C. Day**



Sociological Perspective Lesson Plan:

Philosophical and Sociological Perspectives of Education R.P. Pathak, 2007 The Study Of Philosophy And Sociology Of Education Is An Exciting And Challenging Venture It Allows Us To Encounter Some Of The Great And Enduring Ideas Of Human Thought It Enables Us Not Only To Understand What Has Gone In The Past In Education But Also To Develop The Kind Of Perspective And Intellectual Tools That Will Help Us Deal With The Educational Problems Of Today And The Years Ahead Philosophy And Sociology Of Education Has Been Identified As An Important Subject In All Teacher Training Programmes The Present Book Contains Selected Topics Of Philosophy And Sociology Of Education To Help B Ed And M Ed Students As Well As Those Working In The Field Of Education The Main Topics Included In The Book Are Education Meaning Concepts Types And Approach Education And Its Aims Education And Philosophy Idealism In Education Naturalism In Education Pragmatism In Education Education And Social Change Education And Social System Education And Community Equality And Equity In Education Education Planning And National Development Education And Problems Of Environment Education For National Integration Education For International Understanding And Education For Human Values These Topics Throw Enough Light On The Importance Of Teacher Education In Particular And School Education In General It Is Hoped That The Book Will Prove Highly Useful To The Students And Teachers Of Education In Addition All Those Readers Interested In The Study Of Philosophy And Sociology Of Education Will Also Find It An Ideal Reference Book **Education**

Systems in Historical, Cultural, and Sociological Perspectives Daniel Tröhler, Ragnhild Barbu, 2012-03-26 For nearly half a century research on education systems has been increasingly popular However this popularity was long restricted primarily to internationally linked policy makers and education planners often backed up by international organizations such as the OECD but also by governmental or para governmental organizations within the individual countries These institutional affiliations provided education research with a specific character that often centres on notions such as excellence efficiency or standards The specific comparative character of this policy driven research agenda triggered the development of suitable research techniques such as comparative statistics and pertinent sub disciplines such as cognitive psychology Backed up by powerful global institutions this agenda purported to be rather unique and it tended to ignore the cultural complexity of the educational field and those research approaches that address this complexity This volume includes different historical cultural and sociological approaches to the education systems and to questions as to how research on education systems can be undertaken beyond the parameters of the existing research agenda They demonstrate how pertinent problems of research on education systems can only be tackled taking an international and interdisciplinary approach with regard to both research questions and methods concerning education systems **Learning in Contemporary Culture** Will Curtis, Alice

Pettigrew, 2009-05-18 This book provides an accessible undergraduate level introduction to the central educational concepts of learning and culture In examining these themes it addresses key issues including what is meant by culture characteristics

commonly associated with contemporary culture relationships between culture and learning changing understandings of how what where and when we learn the relationship between learning national identity and citizenship and the impact of all these on our way of life today These ideas are approached from historical philosophical sociological political and psychological perspectives the traditional disciplines of Education Studies **Sociological Perspectives** ,2008 *Urban Problems in Sociological Perspective* Thomas R. Shannon,1989 This text gives students an authoritative overview of U S urban history the central theoretical issues in urban society **Pitirim A. Sorokin** Barry V. Johnston,1995 Pitirim A Sorokin 1889 1968 was one of the most original important and controversial figures in American sociology His spectacular rise from a peasant childhood in Czarist Russia to the Olympian heights of Harvard University provides an unlikely and fascinating lens for examining the history of an entire discipline And as Barry Johnston shows his equally dramatic fall from favor and unexpected resurrection illuminate both Sorokin s life and the tempestuous world of academic politics An outspoken revolutionary and secretary to Alexander Kerensky Sorokin was imprisoned and ordered executed by Lenin then reprieved and exiled During the 1920s he flourished as a teacher and scholar at the University of Minnesota where he published several pioneering books on the Russian Revolution social mobility sociological theory and rural sociology Harvard president A Lawrence Lowell was so impressed that he recruited Sorokin to chair the university s first department of sociology From 1930 to 1944 the department prospered under Sorokin s leadership attracting an entire generation of young scholars who in their own right would have a profound impact on the discipline In this period Sorokin published several volumes of his magnum opus *Social and Cultural Dynamics* and became embroiled in a bitter battle with rival Talcott Parsons for control of the department Parsons ultimately deposed Sorokin and transformed sociology into the Department of Social Relations Sorokin nevertheless stayed on at Harvard where he established the Center for Creative Altruism but otherwise continued to work in relative obscurity Finally in 1963 after years in eclipse Sorokin was recognized for his accomplishments when he was elected president of the American Sociological Association During a long and distinguished career Sorokin amassed an amazingly diverse and substantial body of work much of which set the standard for the field At the same time he broke with the conventions of sociology frequently ridiculing and taunting his less adventurous colleagues For his heresy the flamboyant Sorokin was condemned and driven to the periphery of a profession anxious for legitimacy as a science As a result Sorokin s ideas have been consistently ignored and misunderstood for more than a quarter century Based on exhaustive research in Sorokin s papers and the Harvard archives as well as interviews with Sorokin s surviving family members former students and colleagues this biography restores Sorokin to his rightful place in the pantheon of American intellectuals **Women's Studies 5-910, "Achievement Motivation in Women, Psychological and Sociological Perspectives"** Patricia Spencer Faunce,1975 Vocational Education: Social and Behavioral Perspectives Carl J. Schaefer, Jacob Joseph Kaufman,1971 Compilation of conference papers on behavioural and sociological aspects of vocational training and technical education in

the USA includes papers on psychological aspects economic implications labour force problems vocational guidance curriculum planning administrative aspects teacher training etc **Sociological Abstracts** ,2001 CSA Sociological Abstracts abstracts and indexes the international literature in sociology and related disciplines in the social and behavioral sciences The database provides abstracts of journal articles and citations to book reviews drawn from over 1 800 serials publications and also provides abstracts of books book chapters dissertations and conference papers **The Sociological Perspective** Scott G. McNall,1968 *Philosophical and Sociological Perspectives [sic] on Education* J. C. Aggarwal,2002 The Book Discusses The Philosophical And Sociological Perspectives Of Education In The Context Of Indian Society It Analysis And Interprets Various Educational Theories In The Light Of Needs Of 21St Century The Book Suggests Practical Measures For Fulfilling The Objectives Of Secularism Socialism And Democracy As Envisaged In The Constitution Of India The Role Of Different Types Of Formal Informal And Formal Agencies Of Education In This Regard Is Highlighted *Native Americans Today: Sociological Perspectives* Howard M. Bahr,Bruce A. Chadwick,Robert C. Day,1972 *American Sociological Review* ,1950-02 **Rural Education in the 21st Century** Christine M. Frisiras,2009 Rural schools and the large chunk of the nation s students who attend them face challenges every bit as daunting as those of their urban counterparts It is important to keep in mind that rural schools differ greatly from one another But as a group students in these schools generally score as well as or better than non rural students on standardised tests The makeup of student populations in rural schools differs considerably across the country as well As a whole rural students are predominantly white Studies in several states have shown that small schools and districts can overcome the adverse effects of poverty on student achievement and narrow the achievement gap between poor students and their more affluent peers Study Guide to Accompany Social Problem Divergent Perspectives Sullivan,1980-06 *Resources in Education* ,1982 **Research in Education** ,1973 **Forthcoming Books** Rose Arny,1990 *Quarterly Journal of Indian Studies in Social Sciences* ,1968 **General Catalog** Orta Doğu Teknik Üniversitesi (Ankara, Turkey),1993

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