

Title	Sociology Skill Domains
Time	Open-ended
Preparation	You will need to identify a small number of major concepts prior to the class. These should be fairly broad ideas (“family”, “crime”, “education” etc.) that can be open to a number of possible interpretations.
Materials	White board, pen
Prior Knowledge	None
Objective	The main objective of this exercise is to get students to think about the Exam Board requirements of interpretation, application and evaluation .
The Exercise	<p>This exercise is designed to introduce students to three of skills required by the Sociology Exam Boards in a way that encourages them to not only identify and understand the meaning of these skills but also to think about how they can be applied to knowledge to produce sociological understanding.</p> <p>The exercise is built around three basic questions (see below) designed to make each student think about relatively simple forms of interpretation, application and evaluation.</p> <p>The exercise begins with the teacher writing the name of the concept to be interpreted on the white board. The students are then asked the following questions (either as a class or in small groups).</p>

Questions

1. What does this concept mean to you?

Students can write down the meaning of the concept or a call-out technique can be used.

Write the word "Interpretation" immediately beneath the chosen concept. Each suggested meaning should be written next to the word "interpretation" on the board.

2. For each interpretation of the concept written on the board, explain how the same concept can have different meanings.

Write the word "application" beneath the interpretation section. For this question the students should be encouraged to provide examples of their interpretations, since this will illustrate how the context in which the concept is used can change its meaning.

3. Which interpretation of the concept (and its associated justification) do you think is better than the other suggested interpretations?

Write the word "evaluation" under the application section.

Students should be encouraged to make a choice and to justify their decision. In some cases, a "class vote" can be taken to determine which interpretation the majority favour (which can lead into a discussion of numerous questions relating to power, deviance and the like).

Once discussion is exhausted (and, with luck, a fairly lively discussion should ensue around this question) write the accepted interpretation on the board.