



Mircea Cristea Technical College Braşov

M4 -Meanings of consumption

DU 3 - Meanings of consumption using the lens of sociological imagination

Part I

Title (DU title)	Meanings of consumption using the lens of sociological imagination
Author/s (name of the teachers involved)	Dinu Mihaela
Discipline/s involved	Education
Index of contents	Sociological imagination Social responsibility Sociology Sociology of education Social issues Social environment Consumption of NPS
Learning objectives (how to define learning objectives, see example: https://toxoe.files.wordpress .	To define the concept of sociological imagination To be aware of the role of education, but also of that of the society in the individual training

com/2017/06/o1-usal-a1syllabustoxoer.pdf)	
Times, materials, and spaces (physical/virtual)	Four hours are necessary to implement the lessons, which involve studying the topic, preparing the materials and establishing the activity that will involve the students. I intend to use one hour to present, explain the concept of sociological imagination and the implications that this concept has, and one hour for the students to create the cartoon. What kind of space (physical/virtual) you'll valorize? I will make use of both the physical space (for the organization of the student body) and the virtual space (for the organization of the materials). Resources: Human: 22 students Material: video projector, projection screen, laptop Power point presentation on Ines platform I will present the videos from the INES platform to the students, videos that cover the topic discussed in the class, but also the presentation of Module 4, Unit 3. Video materials

Teaching strategies (e.g. brainstorming, cooperative learning (Jigsaw), role-playing etc)*	Exposure Brainstorming Learning through discovery
Mediation tools (e.g. digital technologies needed to carry out the activity)**	-Video projector -Projection screen -These material resources are necessary to facilitate the learning-assessment process. The modern technological tools are essential for both the presentation and the consolidation of the information.
Activity involving students in the process of co-construction* of the content/activity (at least 1 for DU) which idea and how can it be integrated into the UD?***	The students will create a cartoon in which they will illustrate the importance of values in the lives of young people. These values belong to the education received both in the family, but also in the school and in the society, but their observance is only a matter of personal destiny.

/* We recommend identifying teaching-learning strategies and tools through the eLeneToolkit¹
<https://elene4life.eu/dynamic-toolkit/>

Part II

Describe the Teaching-learning sequence General presentation of the subject The expression ‘sociological imagination’ was invented by the American sociologist Charles Wright Mills in his 1959 work ‘The sociological imagination’, which he wrote in order to describe the new types of perspectives produced by the discipline of sociology. This expression symbolizes our ability to connect our personal destiny with the general history, that is, between our personal	e.g. Lesson 1. 20 min. Topic overview
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¹ eLene4Life is an Erasmus+ KA2 project (2018-2021) supporting curriculum innovation in higher education through the [development of active learning](https://elene4life.eu/) approaches for soft skills, with the ultimate aim of improving students’ employability. <https://elene4life.eu/>

experience and the global society.

In other words, the individual is the result of society. For example, being unemployed is a general phenomenon and no longer depends on the individual destiny of the person, but it depends on the economic context. And then the sociological imagination releases him from any sense of guilt. He realizes that his personal destiny becomes a part of the general history.

When an individual is not aware of this connection, he can resort to the consumption of psychoactive substances that influence his education. It is essential for a person to understand the social environment in which he/she lives.

If he/she does not understand the role a person has in the society, then personal experience can lead him/her to consume NPS and expose himself/herself to risks. NPS consumption is

associated with social problems such as poverty, crime, homelessness, mental health and suicide. In order to consume NPS, not only a certain predisposition is necessary, but also the social factors that influence this consumption must be noted: the availability of NPS, the legislation, the social control, the social norms.

Thus, among the characteristics of NPS that facilitate consumption the following stand out: they are legal, they are easy to procure, they are not sanctioned nor socially controlled, and the access to the information is easy.

The social factors influence the consumption of NPS, and understanding the individual and social causes of these choices would mean planning for alternatives because a change in the future is always possible. With the help of sociological imagination and the understanding of the social responsibility, a better connection

15 min. Debate

between society and the individual would be created. This thing might be possible only through education that would enable students to become aware and responsible for their social change and to come up with solutions for the social problems in order to improve them.

Education remains the only way to raise awareness, and for this students should be democratic, open to debate and in touch with the real world. This can be done through group presentations, role play, debates, games and simulations.

Questionnaire and feedback

What does the concept of sociological imagination mean?

How can this concept help a person understand the social context?

What does a person expose himself/herself to

15 min. Questioning e
feedback

when he/she does not understand his/her role in the society?

What are the social problems the consumption of NPS can be associated with?

What are the social factors that facilitate NPS consumption?

Can demographic factors be a cause of NPS consumption?

Debate

After the general presentation of the topic and the provision of feedback, a debate will be organized on the topic of the perception of alcohol consumption through the lens of the concept of sociological imagination. In this regard, we have prepared a set of questions for debate:

Are young people more likely to use NPS? If so,

what would be the causes?

Can the concept of sociological imagination prevent the NPS consumption? If so, how is this achieved?

Can this concept be considered a way to prevent NPS consumption itself? If so, why?

Observations and conclusions

Students understand that sociological imagination is a concept that helps the individual to realize that each age has a specific style of thinking, and the consequence of this concept is that the individual can understand his/her own experience and that he/she can control his/her own destiny. It is important to realize that the things people do are shaped by the values they have, values that can only be acquired through education.

The NPS consumption remains a hot topic and

5 min. Remarks and conclusion

it is highly covered by both the media and the school environment.

The students agree that young people are tempted to experiment with the consumption of psychoactive substances, and the environment can represent an advantage in this regard. At the same time, they emphasize that, often, personal problems can lead them to do such gestures. The only solution remains education, only with and through education, young people can overcome the barriers they encounter. And so, understanding that their personal destiny is inscribed in the general history, they can be saved from the sociological imagination.

The students of the 10th grade made a cartoon that highlighted the influence that the environment had on young people. Only the values that an individual has can save him.

Part III

Preparation of teaching-learning materials (slide, audio, paper, presentation, infographics, etc).

The didactic resources (created/modified by teachers in collaboration with researchers) are based on the contents available in the short-blended learning course <http://ines.unibo.it/course/view.php?id=10>

Example of activity involving students in the process of co-construction

- Instagram: share posts with specific tags and create stories by tagging profiles.
- Tiktok: make videos up to 3 minutes long and react to other user's uploaded videos by tagging them.
- Telegram: record audio, create podcasts, comment on specific posts in chat groups, share links to materials, conduct video interviews (e.g. conducting interviews about what NPS is and providing a better explanation of it or

addressing misconceptions). Editing and creating presentations about NPS, using storytelling to create videos or comment on images (e.g. identifying what TV series don't say about NPS and creating an image contest to see which one gets the most votes).

- YouTube: Live YouTube (or Twitch) sessions where experts respond to questions - the presenter and expert should be engaging to avoid being boring with recordings posted on YouTube channel or live audio Telegram sessions that can be turned into podcasts.
- Other potential activities include creating themed advertisements, themed memes, and using the “yes, but...” structure. Kahoot is a quiz platform that can be used to create question banks on NPS or risks/effects. It's also possible to create comics or even short rap music pieces.



