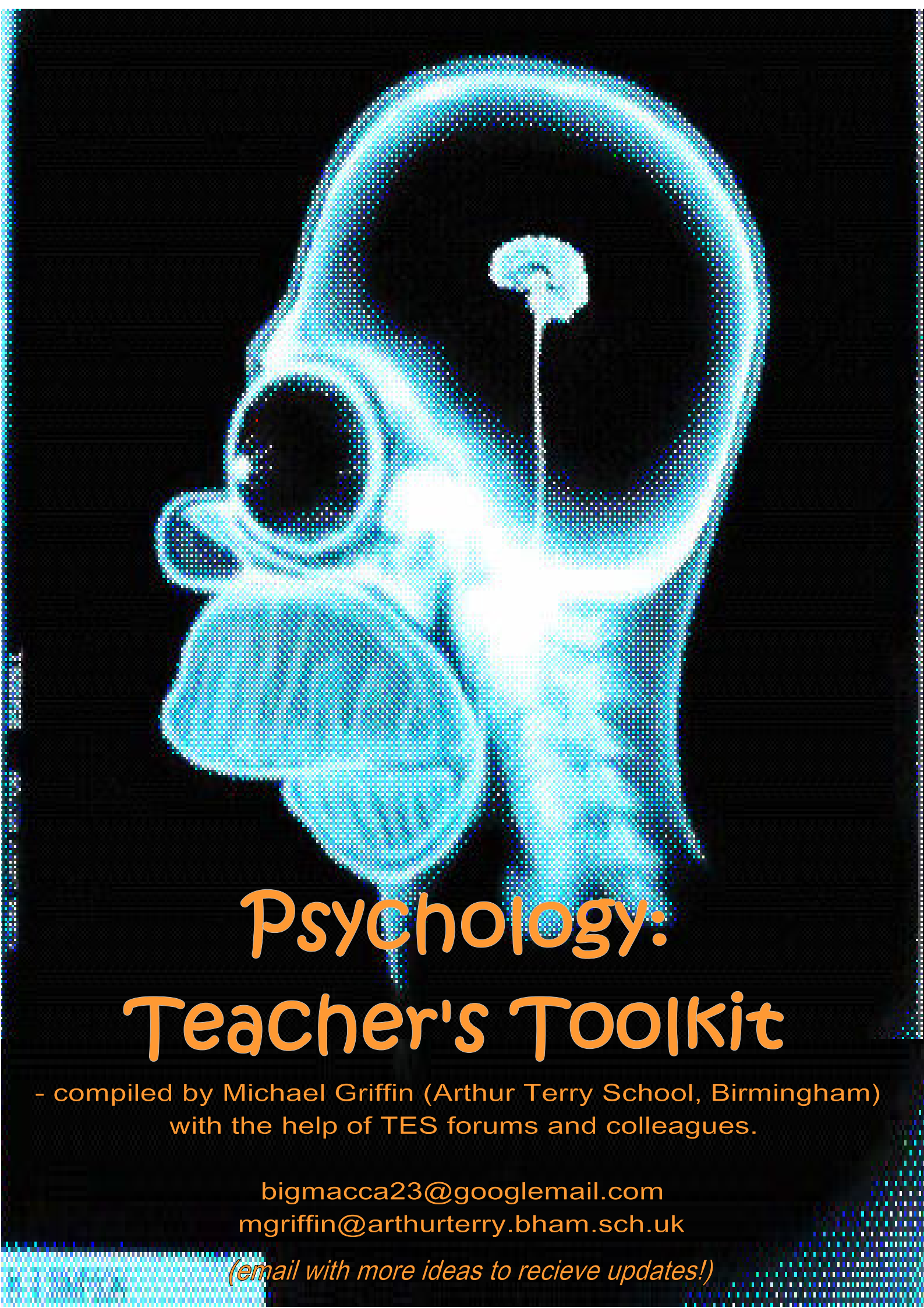

Psychology: Teacher's Toolkit

- compiled by Michael Griffin (Arthur Terry School, Birmingham)
with the help of TES forums and colleagues.

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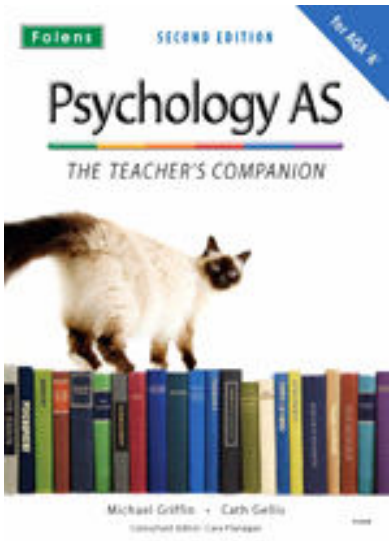
(email with more ideas to recieve updates!)

Shameless plug!!!

If you have found the psychology teacher's toolkit useful and teach AQA A, please consider purchasing the 'Teacher's Resource Guide - AS' which I have been involved in producing.

*It is **very different** to the toolkit as it involves specific lesson ideas for every single topic at AS and includes loads of handouts to go with them.*



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- practical teacher notes about the different activities, their rationale and how they might be further developed
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- a CD-ROM that includes all the handouts in customisable Microsoft Word® format and the entire book in electronic PDF format.

CD-ROMs include a one site licence. For multiple site VLEs, please ask for details.

See sample pages overleaf

V✓A K✓ HOS HANDOUTS 152 and 153

TOPIC: Obedience to authority

OBEDIENCE BAROMETER

In Milgram's (1963) original study of obedience, he found that 65% of participants continued to shock the learners up to 450 volts. This was the maximum voltage and far beyond what was marked 'Danger: Severe shock'.

Milgram (1974) then carried out a series of variations of the obedience experiment in order to identify some of the influencing factors.

Some of those variations are described in **Handout 152**, and the suggested activity is that students place these variations onto the 'obedience barometer' on **Handout 153** to indicate the obedience level they think was found.

This activity would also serve as a good introduction to the explanations of why people obey.

References

Milgram, S. (1963). Behavioural study of obedience. *Journal of Abnormal and Social Psychology*, 67, 371–8.
Milgram, S. (1974). *Obedience to authority: An experimental view*. New York: Harper and Row.

V✓A K✓ HORTS HANDOUTS 154 and 155

TOPIC: Evaluating research into obedience to authority

PEE-ING ON MILGRAM

Many of you may have heard of, or used, the PEE technique with your students before. PEE stands for Point, Explanation, Evidence and is a structure that aims to help students with their evaluation writing skills. That is, they introduce their evaluation *point*, then *explain* its relevance, and then provide *evidence* to support their point.

It is an alternative or supplementary technique to the 'elaboration ladders' and 'burger technique' (see page 10). Perhaps a useful starting point for learning this technique is to match up ready-made points, explanations, and evidence.

Handout 154 contains a series of 'Points' relevant to the evaluation of Milgram's study: *'Population validity is low'*, for example. Students should try and match this with the relevant explanation of this evaluation point: *'Used only American and male participants, so the extent to which obedience occurs may not be representative of other cultures or the female gender'*. Lastly, students should find the evidence that supports this point: *'Using the Milgram experimental procedure, Kilham and Mann (1974) found that 40% of Australian male students would administer the maximum shock voltage, but only 16% of Australian female students would.'*

Once students have completed this activity, they could attempt **Handout 155**. This is designed to help students practise the PEE technique in writing evaluation paragraphs.

At the bottom of this handout there are also some extension activities for your gifted and talented students to attempt.

It might be worth discussing with your students the fact that their evaluation paragraphs do not have to strictly follow the *Point*, then *Explanation*, then *Evidence* ordering. At times it might be necessary to fiddle with the order, or have a larger emphasis on the explanation. However, students should be looking to use this as a basic, but flexible, template for evaluation.

References

Darley, J.M. (1992). Social organisation for the production of evil. *Psychological enquiry*, 3(2), 199–218.
Kilham, W. and Mann, L. (1974). Level of destructive obedience as a function of transmitter and expectant roles in the Milgram obedience paradigm. *Journal of Personality and Social Psychology*, 29, 696–702.
Orne, M.T. and Holland, C.C. (1968). On the ecological validity of laboratory deceptions. *International Journal of Psychiatry*, 6(4), 282–93.
Rank, S.G. and Jacobsen, C.K. (1977). Hospital nurses' compliance with medical overdose orders: A failure to replicate. *Journal of Health and Social Behaviour*, 18, 188–93.

V✓A✓K ★HORS HANDOUT 170

TOPIC: Definitions of abnormality

WHO'S CALLING ME ABNORMAL?

Once your students have studied the three methods of defining abnormality, **Handout 170** may be useful to help them review their understanding and application skills.

In the feedback session, there may also be an opportunity to apply some of the definition AO2 points to the examples.

V✓A✓K ★HORS HANDOUT 171

TOPIC: Definitions of abnormality

USING CULTURAL RELATIVISM

Although no longer specifically required by the exam board, cultural relativism is still a great way for students to evaluate each of the definitions.

This is helpful to students because whatever the definition they are asked to evaluate, they know that one of their points can be related to cultural relativism.

However, it is important for them to remember that cultural relativism affects each definition in different ways. With this in mind, they could use **Handout 171** to structure their notes.

V✓A K✓ ★OS HANDOUTS 172–174

TOPIC: Definitions of abnormality

DOMINOES

Once again, I (MWG) think 'dominoes' can be a great way for students to review terms and concepts at the end of a topic. However, the activity can be labour intensive to set up.

Handouts 172–174 are some I prepared earlier so you don't have to!

Students should match the key terms, etc., with their relevant definitions until all cards are matched.

V✓A K✓ ★HORS HANDOUTS 175 and 176

TOPIC: The biological approach to psychopathology

BIOLOGICAL MODEL – CONNECT 4

Handout 175 details some of the basic principles of the biological model for your students to read.

Often students are fazed by the biological model because of the 'long words'(!) and the interconnected nature of it. Therefore, it is important to help students deconstruct the model into its basic parts, and then to help them link it together. This is the aim of the accompanying **Handout 176** (the same technique was used earlier for Bowlby's theory).

In the grey shaded areas, students should articulate their understanding of the principles, i.e. genetic inheritance, biochemistry and neuroanatomy, etc.

In between the grey shaded areas, students should try and explain how the elements of the theory link together. For example, genetic inheritance is linked to biochemistry because genes tell the body how to function, and therefore determine the level of hormones and neurotransmitters in the body.

Reference

Torrey, E. F. (2001). *Surviving schizophrenia: A manual for families, consumers, and providers* (4th edn). New York: HarperCollins.

Milgram's variations

In Milgram's original study, there were two confederates: an experimenter (the authority figure), and a 47-year-old accountant, who played the part of the 'learner'. The 'real' participant always took on the role of 'teacher' and was told that he must administer increasingly strong electric shocks to the 'learner' each time he got a question wrong on the learning task. The leaner sat in an adjacent room so that the participant would hear his increasing signs of discomfort and pain. Milgram found that 65% of participants delivered the maximum 450 volts!

TASKS

1. Cut out the studies below. Each describes a variation of Milgram's study.

2. Estimate the percentage of participants you think gave the maximum 450 volts in that variation of the study.

3. Stick onto 'Obedience barometer' on Handout 153.

4. Briefly explain why you think obedience levels have decreased/increased from the original 65%.

5. Using textbooks or the Internet, find out the actual results and compare with your own.

In the *touch-proximity* study, the teacher was required to force the learner's hand onto a shock plate.

In the *experimenter-absent* study, after giving his instructions, the experimenter left the room and gave subsequent orders over the telephone.

In the *different location* study, the experiment was conducted away from the original setting at Yale University, and instead was carried out in a run-down office block in the town centre.

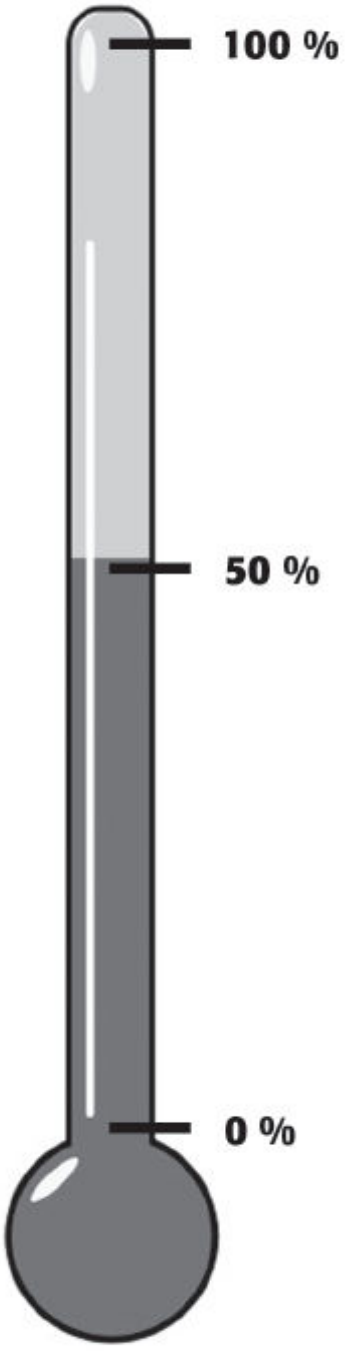
In the *proximity* study, both teacher and learner were seated in the same room. As a result, the teacher was able to see the reactions of the learner.

In the *teacher's discretion* study, the level of shock delivered to the learner was left to the participants' discretion.

In the *two peers rebel* study, three participants (two confederates and one real participant) shared the task of teaching the learner. Teacher 1 read the lists of words, teacher 2 told the learner whether his answer was correct, and teacher 3 (the real participant) administered the shocks. At a certain point in the experiment, the two bogus teachers refused to carry on.

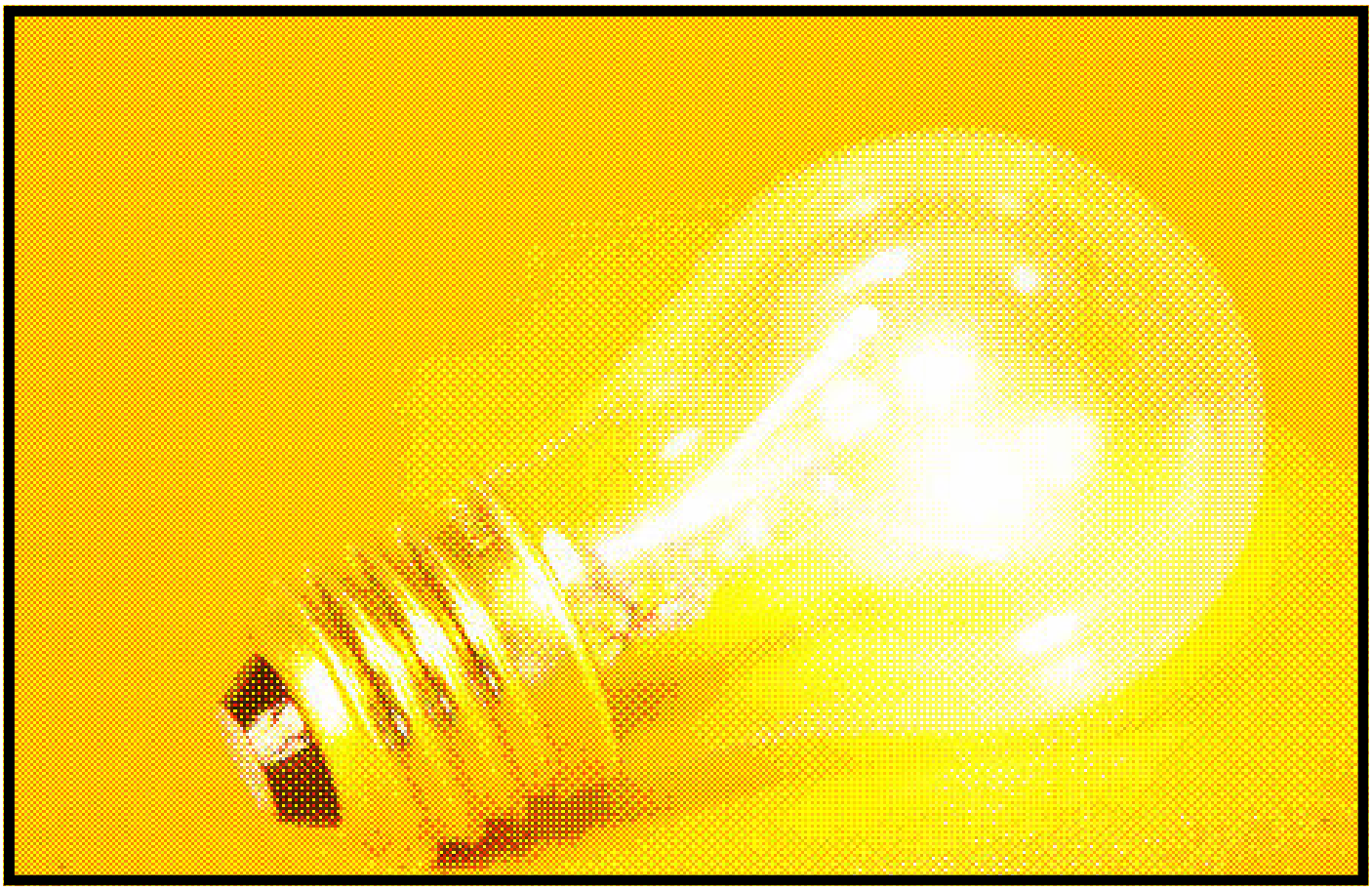
▶ Lesson notes p.67

Obedience barometer



Percentage (%) of Milgram's participants administering maximum shock (450 volts)

▶ Lesson notes p.67



Starters & Plenaries

Rolling Shows

(Starter)

V	✓
A	✓
K	

- excellent for engaging students from the very start of the lesson and creating a purposeful learning environment.

How?

Rolling shows consist of a selection of images (or video clips) which are displayed via a PowerPoint rolling presentation on the whiteboard as students enter the class. This can be done by placing an image (or video clip) that is relevant to the lesson topic on each slide, and then setting the slide transition to "automatically after" 5 seconds. For maximum effect, the rolling show should be used with an appropriate backing track. You could give students a task to do during this rolling show or just leave it running in order to get them thinking about the topic.

What might I use it for?

Rolling shows could be set up to introduce topics such as obedience or abnormality. For example, images from Nazi Germany or abuses at Abu Ghraib could be shown to make an explicit link with applications of psychological theory. Or, images of "abnormality" could presented along with the music track …… . During the rolling show you could ask students to list two behaviours they consider to be abnormal and explain why.

Musical Introductions

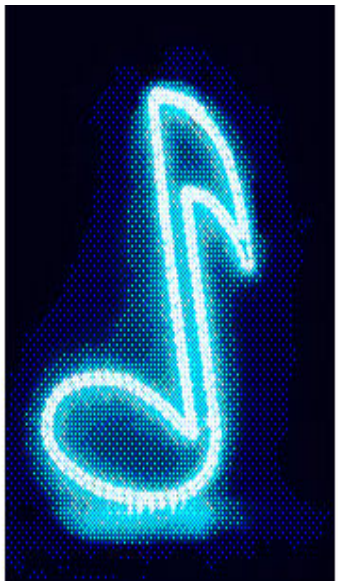
(Starter)

V	
A	✓
K	

- useful for relating the lesson to songs/bands they already know and introducing topics via a different medium.

How?

The basic activity involves playing a song that is relevant to the topic being taught and displaying the lyrics either by PowerPoint presentation or by handout. This allows students to develop the skills to relate psychology to outside of the classroom as well as start the lesson in a more interesting manner. Following the song it might be useful to discuss its significance and tease out student opinions on that topic.



What might I use it for?

One example of this starter is the use of "Dark and Light" by Kristine Robin as an introduction to a lesson on attachment. This was chosen as the theme song for the Attachment Disorder Support Group because of its lyrics. The song can be found here http://adsg.syix.com/song.htm

Photo Rounds

(Starter)

V	✓
A	✓
K	

- another way of engaging students from the very start of the lesson and relating Psychology to emotive issues. Especially relevant to social and developmental psychology.

How?

Split class into groups depending on how many photos/images you have. Give each group an image which presents an issue related to the topic of the lesson. The images might be emotive or informative and should stimulate their interest in that topic. The group must discuss the image for a certain amount of time and then present their thoughts on the image back to class. It is helpful to display some prompt questions on the board that help structure those discussions

For example:
What is the photo showing?
How might the photo be of interest or depict an issue in Psychology?
What do you think is happening?
What do you think is going to happen?

What might I use it for?

This technique most be used to introduce the critical issue of day care. The activity could include photos of Romanian orphanages, happy families, images of stimulating day care, baby crying at a nursery etc.

Psychology Jackanory

(Starter)

V	✓
A	✓
K	

- everyone loves a story, especially when it is illustrated.

How?

This involves telling a story which may be of relevance to introducing a topic or lesson in Psychology. Rather than just telling the story, it is nice to also account for visual learners by creating a PowerPoint slideshow which illustrates the story as it is read. The story may be a something which illustrates a psychological phenomena, or it could be a metaphor for a psychological theory.

What might I use it for?

One example of this I using "The Three Little Pigs" as an introduction to the ID, ego and Super Ego. This commentary was taken from the internet:

"The first two pigs couldn't control their desire to have their pleasure instantly, to build their house quickly and have fun. The third pig could delay his pleasure, build a proper house, and escape the jaws of the wolf. In the same way, a young child knows that she wants those sweets 'NOW,' knows she can't wait til after supper… and also knows that this is not approved behaviour. But she can't help it. This is the interplay between Id, Ego, and Super Ego."

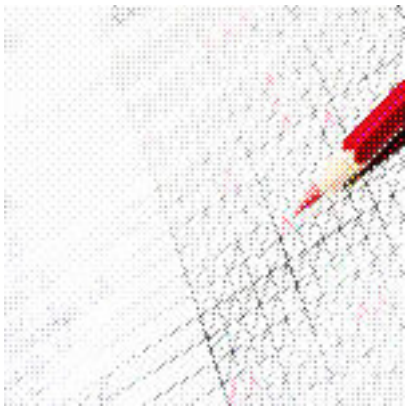
Register Questions

(Starter)

V	
A	✓
K	

- a simple way to make an administrative task into a learning activity.

How?



Rather than students answering "Yes Sir", "Yes Miss", "Yeah" or "*Grunt*", they indicate their presence in the lesson by answering a short question set before the start of the register. The register question is best used when the responses can be used as a link to the first activity.

What might I use it for?

Example questions might include:
Identify a time/situation when people conform.
Why might someone forget a piece of information?
What is a behaviour you consider to be abnormal?

Preposterous Questions

(Starter)

V	✓
A	✓
K	

- 'what if' questions that get them thinking.

How?

Preposterous questions can be absurd, excessive, fanatical and outrageous questions that generate discussion and reveal underlying assumptions students have about topic areas. The teacher could get students into small groups and generate answers to the questions considering the social, political, economical, psychological and biological issues etc.

What might I use it for?

Here are some examples:
What if puberty started at 6 years old for everyone?
What if everyone had a perfect memory?
What if everyone had the same personality, but still had different intelligence levels, different appearance, and different abilities?
What if no people could express emotions?
What if all people had the sexual organs of men and women, and there was no longer male and female?

Reading Quiz

(Starter)

V	✓
A	✓
K	

- one way to coerce students to read assigned material!

How?

Very simple, set a quiz based on the material you wish them to read! Depending on your learning objectives, different types of questions can be set e.g. comprehension, detail or evaluation.

Another point to make is that by asking the same sort of questions on several reading quizzes, you will give students guidance as to what to look for when reading assigned text e.g. What reason……? What colour…..?

What might I use it for?

Reading newspaper articles of relevance to psychology studies/theories or even reading the studies/theories themselves.

Hangman

(Starter)

V	✓
A	
K	

- a less boring way of delivering your learning objectives!

How?

Everyone knows how to play hangman! As a slightly different start to your lesson you might "dash" the objectives out on the whiteboard and then ask students to identify the letter words and sentences that make up those objectives. In some ways this will test their knowledge of previously met key words, how to spell them and become familiar with assessment expectations such as "evaluate", "identify" and "explain".

Fruit Salad

(Starter)

V	
A	
K	✓

- especially good for active classes who don't mind reverting back to their Primary School days!

How and why?

This is a good way to introduce the lesson's key terms (perhaps around 4) with which they will need to be familiar. Firstly, arrange the classroom so that all students sit in a circle with their chairs (tables will need to be out of the way). Introduce the key terms and what they mean. Then, assign one key term to each student in the circle. One student must then stand in the middle whilst their chair is removed. This student must say one of the key words and all the students who were assigned that key word must swap with another student who was assigned that key word (cue mayhem). The last one standing must then say another of the key words (cue more mayhem). At anytime, the student in the middle can say the topic name (to which all key terms relate), at which point all students must swap seats (cue bedlam).

Example: "Accommodation", "assimilation", "schema", "equilibrium" (topic: "Cognitive Psychology")

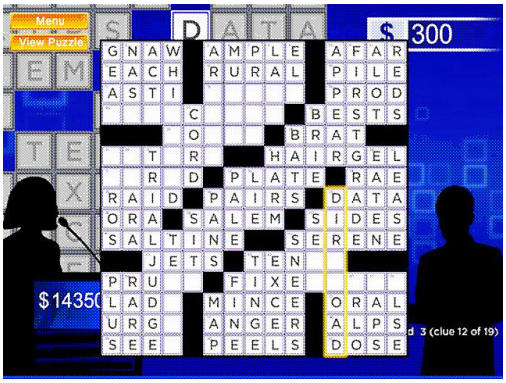
Crosswords

(Starter)

V	✓
A	
K	✓

- to test knowledge of key words from previous lessons, also ticks the literacy box!

How?



There are some very good websites online that will do most of the layout work for you. Very simply, you just need to think of the key words you want to include, and the questions/clues to go with them. If you have the time, you could even design easy and hard versions so that you are differentiating for your students.

Here is one such site: www.puzzlemaker.com

Brain teasers

(Starter)

V	
A	✓
K	✓

- set a time limit, get them thinking and ready to learn at the start of the lesson.

How?

This is a very flexible activity because your 'brain teasers' can be related to any topic which you are covering at that time. Set a time limit, say 3 minutes, and then give the class quick tasks e.g.....

You have three minutes to write down as many developmental psychologists as you can.
Write down as many evaluation points for Milgram that you ca think of.
Write down 5 questions you would ask Zimbardo if he walked into the class right now.

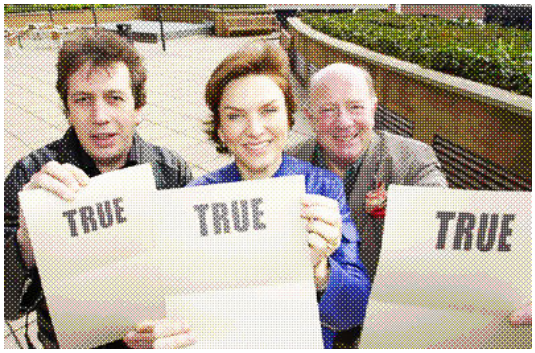
Call my bluff

(Starter)

V	
A	✓
K	✓

- a great way to introduce a new key term which will be unfamiliar to them.

How?



Provide students with a new or unfamiliar key term. Give them three definitions of that term, the students must decide which of the definitions is the correct one for the term. This could be done in pairs with mini whiteboards.

An even better way to deliver this activity is by utilising any performing arts or drama students you have within the group to deliver the definitions in the style of the TV game.

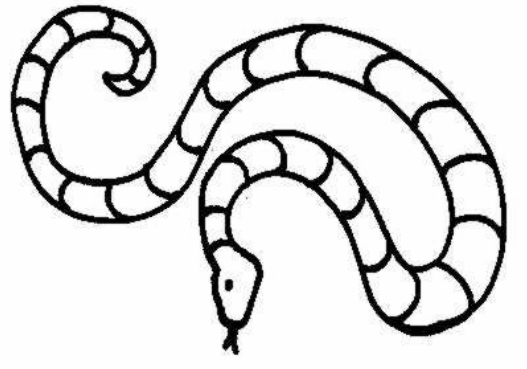
Word Snakes

(Starter)

V	✓
A	
K	✓

- recapping old knowledge

How?



At the start of the lesson give students a sheet of paper with a snake like outline on it. At the top of the snake write the topic title e.g. Day Care. Students must write a term/psychologist/evaluation point etc that begins with the last letter of the one before.

For example, Day Care - Ethical Issues - Social Development - Training of staff - etc etc.

They fill up their snakes until they reach the bottom/end.

Word Tennis

(Starter)

V	
A	✓
K	✓

- another competitive tennis game, this time centred around key words.

How?

Two students should face each other and both have name in turn items from a given category, for example, research studies into memory. They go until one of them cannot think of a new word within three seconds; this student is then out and then the winner can be challenged by somebody new.

An alternative way to play this is as a whole class activity, with an FA cup style draw with each student being drawn against another student. Those winners then go into the next round, and so on, until there is an overall class winner. The category could be changed each time, or carried on so that their knowledge will snowball from round to round after hearing other answers.

Answering the question before last...

(Starter)

V	
A	✓
K	✓

- a good way to warm the brains up first thing on a Monday morning….!

How?

You may have seen this kind of activity on comedy quiz shows. The teacher should read out the questions (from the previous lesson/topic) and students should attempt to answer the question before last. As such, the first questions will not require an answer, but the second question requires the answer to the first question and so on.

For example,

1. Who was famous for devising the 'Strange Situation'? - no answer required from students.
2. How many countries were used in Van Ijzendoorn & Kroonenberg's cross-cultural study? - Answer: Ainsworth.

Sort it out!

(Starter)

V	✓
A	✓
K	✓

- good for higher order thinking skills.

How?

Cut up a bank of statements, key words, or studies and place into an envelope.

Give those envelopes out to students and ask them to sort the statements, key words or studies into categories. Do NOT give the students to title of these categories as this forces them to think about the similarities and differences between them and categories them based on their analysis. You could also ask the students to give titles to those categories. In a sense, it doesn't matter if they do not sort them into the same categories you originally had in mind, as long as they are thinking about psychology and engaging their brains at the start of the lesson!

This is best done in groups where the students can discuss their ideas.

Highlighting statements

(Starter/Plenary)

V	✓
A	
K	✓

- particular good for areas which students get confused.

How?

Right a series of statements (e.g. about 10-15) that are related to the topic being taught. For example, I have done this for normative and informational social influence. Ask students to highlight all the statements to do with X (e.g. normative influence) in one colour, and all the statements to do with Y (e.g. informational) in another colour.

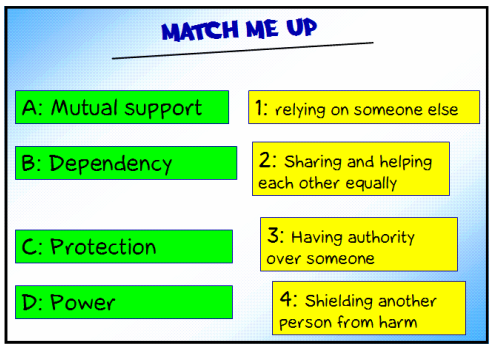
After this, you could ask the students to write summaries of the two categories using the statements—you could use other techniques such as 'quick sentence' or 'brief summaries' in order to get them to do this.

Match me up... quickly!

(Starter/Plenary)

V	✓
A	
K	✓

- like fastest finger first on who wants to be a millionaire...!



How?

On one side of the whiteboard/PowerPoint, display some key words, or studies, or theories.—labelled A, B, C etc. On the other side of the whiteboard/PowerPoint display related key words, or studies, or theories—labelled 1, 2, 3 etc (see left for an example).

Mix these up. The idea is that students have to match the letters to the numbers in the fastest time possible. I use mini whiteboards for this and the winner is the person who does it accurately in the fastest time.

Question Generator

(Starter)

V	✓
A	✓
K	

- instead of guessing what student might find interesting about a topic, why not ask them?!

How?

Explain to students the topic which they are about to embark upon. Ask the students to generate as many questions as they can about the topic. What would they like to know? What would they find interesting? There is flexibility in this activity as it could be done whole-class, groups, pairs or individually. As a class, the questions could also be ranked into those the whole class are most interested in. Teaching can then take place around these questions of interest to students.

What might I use it for?

For areas of the syllabus where students have enough general knowledge to frame intelligent questions. Ideal for meaty chunks of the syllabus that could be quite dry.

Quizzes

(Starter/Plenary)

V	✓
A	✓
K	✓

- an active way to recap a lesson as a starter or plenary.

How?

Use a well known quiz format in order to recap the main points of the previous lesson. It is best to include knowledge, understanding, analysis and evaluation questions in order to be comprehensive. The main work for the teacher is in making the questions so it might also be an idea to get the students to generate the questions to save on work load! Formats that work especially well are:

- Who wants to be a Millionaire?
- Blockbusters
- Connect 4
- The Weakest Link

Verbal Football

(Starter/Plenary)

V	✓
A	✓
K	✓

- bit of competition to see who can recall the most!

How and why?

Divide the class into two teams, each with a captain. Explain that the team mostly likely to win are those which have done the most training—as such, give them a time period to go over their notes from a topic/module/lesson. Then the books are put away and the captains come together for the coin toss to decide who goes first. The team with kick-off receives a questions and has ten seconds to answer (anyone on that team). If they answer correctly they retain possession. Three passes = a goal! Once someone has answered a question that cannot answer again until everyone else on that team has had a go. In correct answers are treated as tackles and dispossession. Fouls are shouting out when not your turn and yellow and red cards can be used!

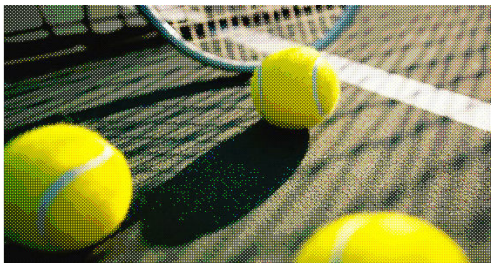
Verbal Tennis

(Starter/Plenary)

V	✓
A	✓
K	✓

- more competition, slightly different format.

How?



Students sit facing each other in pairs. The teacher sets a topic and the pair tosses a coin to see who serves first. This could be done as a competition in front of others or as a whole-group activity (quarter finals, semi-finals, finals etc!). The server begins by saying a word/phrase/name associated with the topic, the partner then immediately gives a second, the server gives a third…… until someone misses! The scoring should follow the rules of tennis.

What might I use it for?

This could be used as a lesson warm-up, or as a plenary exercise to consolidate learning.

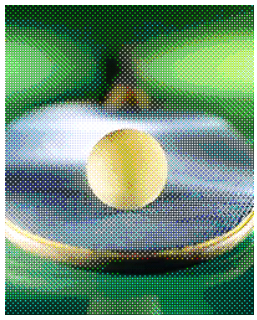
Ping Pong

(Starter/Plenary)

V	✓
A	✓
K	✓

- another variation on the last two themes but with a more evaluative twist.

How?



Split the class into half (two teams) and make them stand up. One team will argue for a different point of view. Point at a pupil on one side and they must give a reason that supports their teams point of view. Then, point to a pupil on the other side who must give an opposing point of view. The pace has to be quick and if a pupil delays they must sit down. Play until there is a winner.

What might I use it for?

For example, read a situation, does he behave like this because of his genes or his environment? Should we pay attention to ethics? Does Milgram's study tell us anything?

Taboo

(Starter/Plenary)

V	✓
A	✓
K	✓

- if they can explain their ideas and thoughts, that leads to good understanding.

How

Just like the famous game, give a student a card with a key term/study/psychologist on and a list of other words that they cannot say. That student must explain to the rest of the class what this key term/study/psychologist is without using any of the words listed underneath on the card.

What might I use it for?

Good for recapping key terms and ideas from previous lessons and assessing student understanding.

Catch Phrase

(Starter/Plenary)

V	✓
A	
K	

- just to get them thinking…..

How?

A very simple activity that involves the teacher displaying a collection of images from which students have to guess the key word/ psychologist/theory. For example, Bowlby might be displayed as a cereal bowl with a bumble bee hovering around it (Bowl-Bee).

What might I use it for?

Just as an activity to warm up the synapses in their brain and as a way of creating an environment centred on teaching and learning.

Yes/No Game

(Starter/Plenary)

V	✓
A	✓
K	✓

- a deductive thinking exercise.

How?

Tape a psychologist/key word/theory on the back of some students as they come into class or at the end of a lesson (or use post-it notes on their foreheads). Either with the entire class or in small group, have the students one at a time ask "yes" and "no" questions in an attempt to figure out what is written on their back/forehead. The number of questions or time could be limited in this activity. Another variation might be to count the questions asked ad construct a leader board on the whiteboard. Students might have to ask questions to different students so that they move around the room.

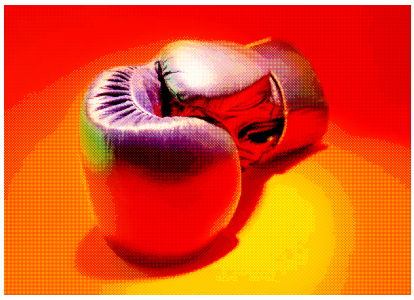
Truth Knockout

(Starter/Plenary)

V	✓
A	✓
K	✓

- sorting the fact from the fiction, the misconceptions from the truth.

How and why?



Ask all the students to stand. Run through a series of statements. If students think that statement is true, they must raise their hands but they must sit down if they are incorrect. The game continues until there is a winner. To ensure students are thinking for themselves, this game might be conducted with mini whiteboards.

Good on topics which are causing confusions and misunderstandings such as the conformity/compliance/obedience distinctions.

You Say We Pay

(Starter/Plenary)

V	✓
A	✓
K	

- another variation of similar activities but with Richard and Judy's seal of approval!

How?

Many of the activities mentioned in this section follow a similar theme in asking students to articulate key words/theories/psychologists etc. This activity is no different. Set up a PowerPoint slideshow of key words/theories/psychologists complete with images. Sit one or two students with their back to the interactive whiteboard and ask the class to explain what appears behind them without mentioning the word. Class members might do this in turn. If this activity is done more than once, a record board might be set up so the class have a number to aim for during the allotted time

Dominoes

(Starter/Plenary)

V	✓
A	✓
K	✓

- a classic!

How?

Prepare a set(s) of A6, each divided in half by a line like a domino. On one half of the card there is an question and the other half there is an answer. Give each member in the class a domino. One student begins by asking their question. Students must indicate if they think they have the answer. The other class members must indicate they agree with that student (perhaps using thumb meter?), if the class is split a debate may ensue. Whoever had the right answer then asks their question. You could make students stand until the answer on their domino is used.

The game could equally be done in pairs or individually and could just include two ideas or names to be matched up. For example, (FREUD/SKINNER) (BEHAVIOURIST/PSYCHANAYST).

Key Word Bingo

(Starter/Plenary)

V	✓
A	✓
K	✓

- light hearted way to reinforce key concepts and vocabulary.

How and why?

Prepare or get the class to draw a blank nine-square "bingo" grid. Then, on the board write 12 key terms from the current topic. Ask everyone to fill in their nine squares with a key term from the board. Call "eyes down". Read of the definitions of the terms one at a time in a random order. Pupils cross off their terms when they match their definitions. When someone calls a line (horizontal, vertical or diagonal), they read back the terms and their meanings. Then proceed to full house and repeat the process.

X		
	X	
		X

Spot the deliberate mistakes!

(Starter/Plenary)

V	✓
A	✓
K	✓

- this activity is especially useful for dealing with misconceptions and confusions.

How?

Basically, write a passage out on a PowerPoint slide that summarizes the lesson or previous lesson. Within the passage, make deliberate errors (e.g. confuse key terms/theories/evaluations/psychologists etc). Ask students to read the passage and then ask individual students to identify an error and correct it.

If your projector displays the screen on a normal whiteboard you can ask them to do this with a normal whiteboard pen. Interactive whiteboard users can use the appropriate pens. Or, a wireless tablet could be a good investment so that students can interact with the passage from their seats!

Cloze Activities

(Starter/Plenary)

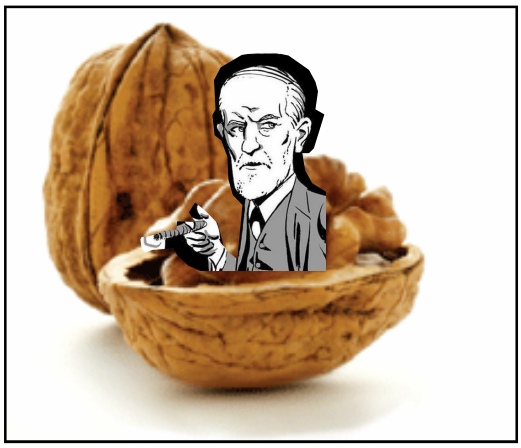
V	✓
A	
K	

- a traditional but effective strategy.

How?

Cloze activities have been used by teachers for years. The simply entail a written passage about a topic studied during the lesson or previous lesson with key words/phrases/names/ theories etc taken out. The students task is to complete the passage. Teachers can either provide students with the key terms or make them think about what they are for themselves.

There may be opportunity to be more creative with these activities. For example, an A5 sheet entitled "Freud in a nutshell", complete with silly image and space to write the passage.



Odd one Out

(Starter/Plenary)

V	✓
A	✓
K	

- just like "Have I got News for you"!!

How and why?

This should be presented in the style of Have I got News for you with images/key words/objects/psychologists etc in each of the four boxes. The students must rationalise which is the odd one out and identify the link between the other three.

Example.

It might be as easy as three psychologists associated with social psychology and another associated with cognitive psychology. Or it could be a little more taxing, with more obscure links being made. When more difficult, the class could be set into groups and given five minutes to discuss their ideas before presenting their answer back to class.

Post-it Picture

(Starter/Plenary)

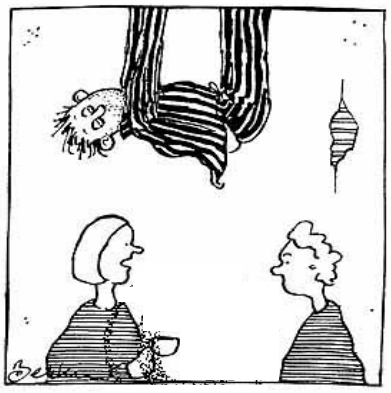
V	✓
A	✓
K	✓

- a cross between question generator and photo rounds.

How?

Display a picture that it of some significance/interest to psychology. Have students write their thoughts/ideas/ questions/evaluations on a post-it note and stick onto the picture in a relevant place. The teacher can then use these thoughts as a lead-in to the lesson topic or to lead a discussion.

Example pictures are shown below.



"Trevor was raised in the wild by sloths."

Post-it Continuum

(Starter/Plenary)

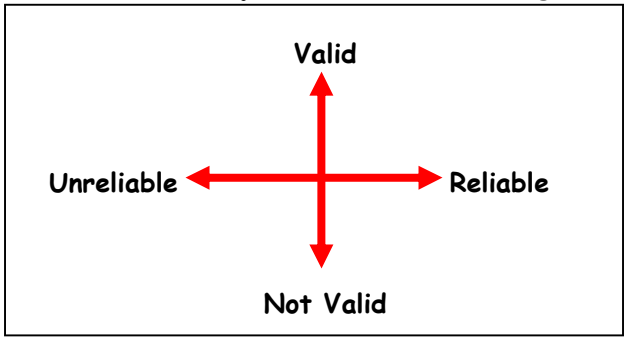
V	✓
A	
K	✓

- organising thoughts in a graphical and dimensional way.

How?

At the start of end of a lesson, ask students a question related to the lesson topic. Display a continuum on the board (e.g. strongly agree ⟷ strongly disagree, or, valid ⟷ flawed). Students must decide where on this continuum they lie and indicate this with a post-it note. Also on this post-it note must be their justifications for holding those beliefs. For example, the teacher might ask whether Zimbardo's study was justified ethically, or unjustified ethically. Students must position their post-it notes somewhere along that continuum along with their justifications for being there.

An interesting variation to this would be a two dimensional version. For example, judging a study on validity and reliability simultaneously.



Living Likert Scale

(Starter/Plenary)

V	✓
A	✓
K	✓

- a life size version of this psychological technique!

How?

The teacher will need to hang 1-7 pieces of paper across one side of the room in order. Tell students that you will read a variety of statements and then they are to go to the number that represents their attitude. Tell students not to discuss or talk during the movement. The teacher could lead a small discussion based on the differing views.

Examples

I think television can make children behave aggressively.
I think our intelligence is largely based on genetics and heredity.
I think psychologists prescribe too much medication for mental problems.
I think dreams are important in understanding a person.
I think electroconvulsive shock therapy is useful.

Mini Whiteboards

(Starter/Plenary)

V	✓
A	
K	

- thousands of uses and a good assessment for learning technique.

How?

Mini whiteboards can be used within the psychology classroom for all sorts of activities. Essentially they are a tool for "ask-and-reveal" activities which make the students recall information or think about a question independently. As such they can be used for quizzes, teasing out opinions/ideas etc.

For example, the teacher could give students five minutes revising their notes from the previous lesson and then give them a short test/quiz.

Boxing

(Starter/Plenary)

V	✓
A	
K	✓

- not as vicious as it sounds, just a simple sorting activity.

How and why?

This is an activity that can be setup using Promethean Interactive Whiteboard software (for those who have had this toolkit emailed to them, I can send you the file if you have the software). Using the pre prepared file, change the labels of the boxes to the areas relevant to your lesson. Then add key words/phrases/names around the boxes for students to sort into the boxes. The way the file and software is set up, it should look like they key words enter the 3-D box! As a variation you could include quotes from psychologists and have them being sorted back into their mouths!

Example.

You could use this for separating the numerous key words, studies and people associated with classical and operant conditioning.

Pin 'n' Mix

(Starter/Plenary)

V	
A	✓
K	✓

- a kinaesthetic was to start of end your lessons. Also good for revision.

How?

Basically, on the floor need to be all the answers to the questions you are about to ask. The answers need to be fairly short in order for this to work effectively. Put students into teams each and then send to each corner of the room. Then, ask one of your pre-prepared questions to one designated member of each team. The first person to run to and stand on the correct answer wins a point for their team.

You can either stipulate that the individuals must answer the questions of their own to see individual student knowledge, or allow them to confer in their groups to encourage the team element of the game.

Mind Reader

(Starter/Plenary)

V	
A	✓
K	✓

- reinforces key terms, categories and the need to increase detail and depth.

How?

1. The teacher should write a list of words/terms/names on the board.
2. Pupils should write the numbers 1-8 down the side of their sheet. They then select one word from this list and write it down.
3. Teacher then gives clues as to the word they are thinking of.
   E.g. "I'm thinking of something to do with developmental psychology.
   E.g. "I am thinking of a person".
   E.g. "The person I am thinking of studied the effects of Day Care"
   Etc etc.
4. With each clue they can change their original guess, and at the end you can have a discussion about at which point they could be certain that their answer was correct. You can talk about level of detail required in answers etc.

Kinaesthetic Matching Game

(Starter/Plenary)

V	✓
A	✓
K	✓

- another game to get them moving about.

Why?

Divide the class into two teams, or more if desired. Each team should be seated around a 'home' table where the key terms or questions are placed face down. On a separate table at the other end of the classroom, the definitions/ answers are placed face up. One student from both teams turns over the term/question and runs to the other table to find the correct definition/answer. Only one member from each team may be standing at any time so when the pair is correctly matched the 'runner' can sit down and the next runner takes over. The winning team is that which correctly matches all the pairs in the quickest time.

Bullshit Bingo

(Starter/Plenary)

V	
A	✓
K	✓

How? *you could play this in staff meetings, but it isn't recommended :-)*

A variation on the popular starter/plenary. Basically, the teacher talks summarising the lesson but taking care not to use any of the key terms. As students listen, they should tick the they key terms on their cards which they think the teacher has spoken about. From experience, it is probably wise to briefly plan your summary before hand, as summarising the lesson without using key terms is actually quite hard.

Building up a picture

(Starter/Plenary)

V	✓
A	
K	✓

- a good way to visually construct the previous lesson.

How?

Basically, ask students to remember what we covered last lesson, then to find a way to visually construct the part they can remember of the whiteboard. You can either ask for volunteers or pick on students if you wish.

I used this for the lesson after covering Asch, so the first student drew a table, the second drew 6 stickmen, the third highlighted one of those people as a confederate and so it went on. Eventually we had a whole APFCC representation of the study with stickmen, thought bubbles, speech bubbles and symbols. They all drew their own versions of this at the end.

Phone a friend

(Starter/Plenary)

V	
A	✓
K	✓

- putting others on the spot!

How?

There could be many different variations of this—but here's how it has been used before.

In pairs, students write down three questions they would like to ask as a result of what they learnt in this lesson or the previous lesson if being used as a starter. At least two must relate to the objectives of the lesson. Students are then selected by the teacher to 'phone a friend' in the class who attempts to answer the question.

Splat!

(Starter/Plenary)

V	✓
A	✓
K	✓

- smack the correct term or name before your competitor

Why?

Very simple, display key terms, answers, names etc on whiteboard. Bring two students to the front and ask a question. The students must slap the correct answer before the other. I recently purchased cheap fly swatters off ebay to give this game a more humourous edge!

Catchphrase #2

(Starter/Plenary)

V	✓
A	
K	✓

How? *a different version of Roy Walker's excellent game!*

This game is based on the picture reveal part of the TV game show. This can be done on powerpoint, interactive whiteboard software, or with good old sugar paper. You should prepare a picture of some sort which is either a catch phrase, or a picture which relates to say—Maternal Deprivation Hypothesis. Then cover this picture up with 8-12 coloured shapes. Split the class into teams, then in turn ask each team for a number. Ask them that number question (which you have pre-prepared), if they get it right then that shape can be taken off revealing part of the picture behind. They then have one guess as to what the picture is. If they are incorrect, the game moves on to the next team.

Easy/Medium/Hard/Mega Hard

(Starter/Plenary)

V	✓
A	
K	✓

- let them differentiate themselves.

How?

Start by selecting one student in the class and ask them a medium question. If they get that right, they can then select someone else from the class who then selects there own question level of difficulty. This could be done in teams, with different amount of points designated for the levels of difficulty.

Popcorn

(Starter/Plenary)

V	
A	✓
K	✓

- true/false style activity

How?

Get all the students to stand behind their chairs. Ask a question, if true they should remain standing, if false they should crouch down behind their chairs. If they are out, they should sit down. Last few in win.

Jump up/Make a noise!

(Starter/Plenary)

V	
A	✓
K	✓

- a silly way of highlighting key terms/concepts.

How?

This works very well with primary school children, but as sixth formers tend to regress in terms of maturity, it could equally work well with them! Depends on your group and whether they are up for childish ideas.

If you wish to read an extract or article to students, you can designate actions/noises etc for key words when they come across them. For example, when 'emotional' is read, they should pretend to cry. It is silly, granted, but it helps them to associate certain key words with certain topics. After you have started a lesson in this way, you can then start to deconstruct what those words actually mean.

Graffiti Wall

(Starter/Plenary)

V	✓
A	
K	✓

How? *a way for students to record their thoughts on a topic.*

A graffiti wall can be used throughout the learning of a topic as a place to show what they are learning, how they are learning it, and to evaluate their own learning. You could leave a display wall free for a whole topic and each lesson ask the students to do different things to add to the wall each lesson. For example, draw what you have learnt this lesson, summarise the lesson in a four line poem, write three rules for writing an exam answer on this topic etc etc.

Dart Game

(Starter/Plenary)

V	
A	✓
K	✓

- simple gimmick to use with a Q & A starter or plenary.

How?

Set up a rubberised dartboard in the room. Write a list of questions and post them on the wall or table top. Number your questions so that they match a number on the dartboard.

In class, let the students throw darts at the dartboards and answer the relevant questions. This could be played as a team game. If they answer correctly, they get the same number of points as the number the dart lands on.

Keep track of the points, you could do this over a whole topic.

Quick Sentence

(Starter/Plenary)

V	
A	
K	✓

- simple quick, and efficient.

How?

For this activity ask a student to come up with a number between say, 5 and 10, then ask them to write a sentence with that amount of words on what they have learnt in the lesson/ or previous lesson.

Alternatively, you could do this with 2-3 dice by adding up the total number.

Slam Dunk

(Starter/Plenary)

V	
A	
K	✓

- very similar to the 'dart game' activity.

How?

A toy basket ball hoop could be placed on a wall— these are relatively cheap and can be bought from most toy stores. The teacher should put the class into teams. Pick individual students from those teams to answer questions testing their learning from the lesson, or the previous lesson. If they get the answer right, they then get 3 attempts to shoot the mini basketball into the hoop. You can then keep a tally of the scores.

Blue Label

(Starter/Plenary)

V	✓
A	
K	✓

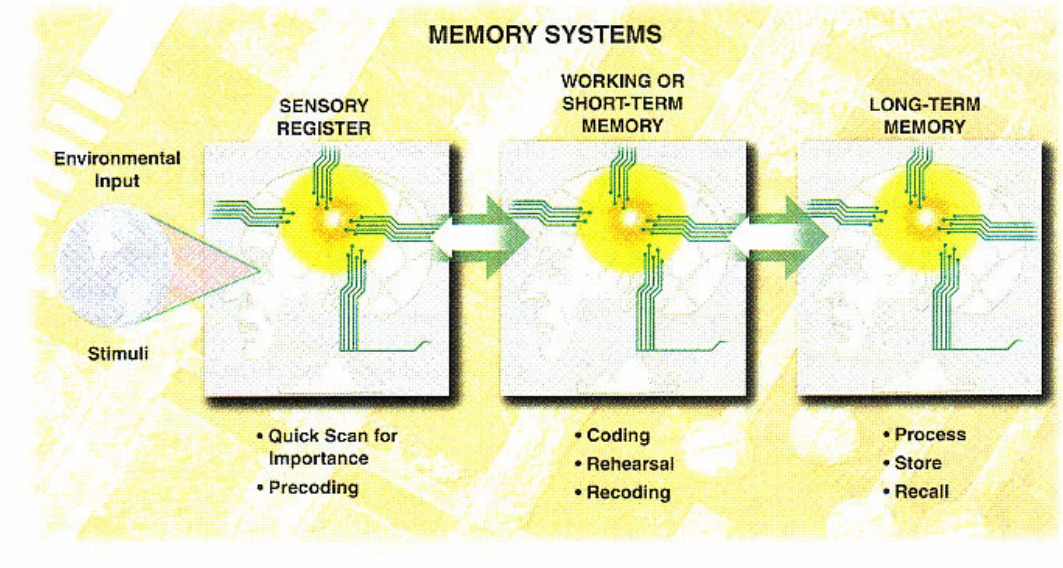
- useful for assessing understanding of diagrams, processes and flow charts.

How?

Project a large image of a diagram or flow chart which is relevant to the lesson/topic you have covered, or covered in the previous lesson onto your whiteboard.

Students should then be given cards with the names of different parts/keywords/processes that belong to that diagram. Students then take it in turns to come out and blue-tak their labels in the correct place on the diagram. For example, this activity could be used to assess student knowledge and understanding of the models of memory.

Equally, this could be done with the use of an interactive whiteboard.



Blankety Blank

(Starter/Plenary)

V	
A	✓
K	✓

- a massive favourite with my students!

How?

I have found this game to be a particularly good way to get students to read an article/extract from a text book. I then test them using quotes from that article to see how much they read! It's a really great way to get them to engage with it. This starter or plenary takes the exact format of the well known TV game. Essentially, you give them a question, sentence or quote with BLANKS. The students, preferably using mini-whiteboards, have a set time to guess what that blank is.

An exam question might be:
Bowlby's BLANK hypothesis stated that the first attachment forms the template for all future attachments.

The points they win can depend on how accurate their answers are e.g. continuity = 100 points, maternal deprivation = 50 points.

Students add up their points as they play. There are some great powerpoints complete with music out there on the web.

Randomizer

(Starter/Plenary)

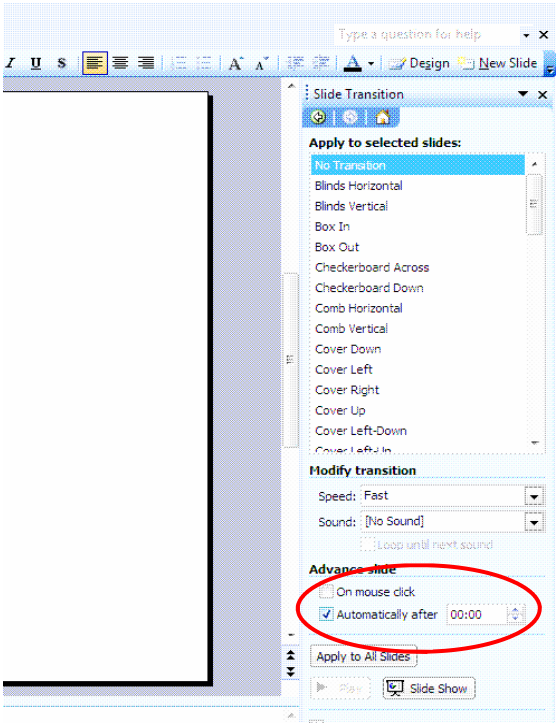
V	✓
A	✓
K	✓

- randomizing names means that you can never be accused of picking on someone!

How?

Using PowerPoint it is possible to generate a name randomizer.

1. All you need to do is create a PowerPoint with one name from the class on each slide i.e. so if you have a class of 12
   your PowerPoint will have 12 slides.
2. You then need to change the slide transition (under the "Slide Show" menu) to automatically after 0 seconds.
   Make sure you uncheck the "On mouse click" option box.
3. Then under the "slide show" menu, select "set up show". Make sure that the "loop continuously until ESC" is
   selected.
4. When you run the slide show, if everything is done correctly, the names should flash through your eyes very quickly! To select a name just press S on your keyboard. To start the randomizer again, press S again.



I have chosen to use names as an example here, but you could equally use the same technique to randomize exam questions, key terms, comprehension questions etc etc.

A load of balls.....

(Starter/Plenary)

V	✓
A	✓
K	✓

- only for mature groups and with all health and safety considerations taken!

How?

This is a variation to the previous activity. Have a set of (sponge) tennis balls handy—you can use them again for other lessons. On each ball have a key word/study/name attached. Give a ball to each student. Also have two reasonably sized baskets with topic names on (e.g. classical and operant conditioning to use the previous example). One by one (!), students must decide where there sponge ball belongs, read it out to the class and throw it into the appropriate basket. Should they miss, they must briefly explain what each of the key words/studies/name attached are which are already in the baskets (not including those already explained by other "miss-ees"!).

One minute challenge

(Plenary)

V	✓
A	✓
K	

- putting them on the spot!

How?

Give students a small period of time to go over their lesson notes in preparation for talking about the lesson continuously for one minute. Pick a students name out of a hat at sit them at the front of the class. If possible, display a countdown timer on the interactive whiteboard behind them so other students can see their progress. Encourage them to use key words, names, theories, studies, evaluations etc. This activity could be done individually or as pairs. Depending on time, you may pick out several members of the class to complete the task.

TV Interviews/Hot Seating

(Plenary)

V	✓
A	✓
K	

- taking on the role of psychologists……a good activity to review studies.

How and why?

At random, choose one student for a TV interview. They must sit at the front to face interview questions from the media (class). The student sat at the front takes on the role of the psychologist whose study/theory was covered in the lesson. In turn, the media (class) ask questions and quietly assess the answers for review and discussion after the activity. To make the activity less about one student, the student being interviewed could change every three questions.

A silly idea to get students into role is to make a TV set out of a cardboard box to be worn whilst conducting the interview!

Pictionary

(Plenary)

V	✓
A	
K	✓

- a memorable game excellent for consolidation of key terms and ideas.

How?

Split the class into two teams. Each time has a given time limit to draw pictures to suggest terms/theories/studies etc given to them by the teacher. Once the first term has been successfully identified, the teams must swap the person who is drawing. To avoid students shouting out all the content from the lesson and eventually stumbling upon the answer, 10 points should be awarded for all correct guesses, with 1 point being taken away for incorrect guesses. The team that wins is the one that has the most points at the end of the time period.

The Fishbowl

(Plenary)

V	✓
A	✓
K	

- students asking the questions, students giving the answers.

How?

Students are given index cards/strips of paper and asked to write down one question concerning the lesson material. You can direct them to ask a question of clarification regarding an aspect of the lesson they did not fully understand, or perhaps a question related to the application of the lesson to practical contexts. Students deposit these questions in a fish bowl or hat etc. At the end of the lesson students draw out questions and attempt to answer them.

Roll up, Roll up!

(Plenary)

V	✓
A	✓
K	

- all you need is one large dice.

How?

Draw a table on the whiteboard with two column headings: dice number, and key term/theory/psychologist (etc—which ever is most appropriate to the lesson). Ask students to roll the dice (a large inflatable one does the trick!) and then explain the equivalent key term/study/theory etc.

Depending on the lesson and the learning content you wish check, you could use one or two dice i.e. have 6 terms or 12.

Press Conference

(Plenary)

V	
A	✓
K	✓

- a memorable game excellent for consolidation of key terms and ideas.

How?

Set up a podium or a table and post a sign that says 'Press Conference'. You could also use a microphone for extra realism if required!

Tell the students that they are going to be journalists asking questions of an expert at a press conference. Tell them what the topic is and give them a few minutes to prepare questions. Depending on the topic and your students, you could ask one of the high achievers to be the 'expert' or you could choose to do that role yourself.

Playdoh Challenge

(Plenary)

V	✓
A	
K	✓

- a three dimensional version of pictionary!

How?

The follows the same rules as pictionary, and works best in small groups or pairs. Instead of students having to draw the key concept/psychologist/study, they must use playdoh.

Alternatively, playdoh could be used to shape answers to questions that the teacher sets.

Single Question

(Plenary)

V	
A	✓
K	

- all you need is one large dice.

How?

This activity takes the form of the "who/what am I?" type questions. For example;

I am a developmental psychologist.
I study individual differences in attachment.
I have been criticised for placing infants in stressful situations.

This is a relatively easy example (Mary Ainsworth!) but you can make these questions as easy/difficult as you like.

Smarties review

(Plenary)

V	✓
A	✓
K	

- fun with smarties

How?

Ask students to pick out a smartie from a pack. Display a series of questions or key words on the whiteboard which correspond the colours of the smarties in the pack. If they manage to successfully define the key word or answer the question they can eat the smartie—if they do not they must throw it in the bin!

I have learnt that....

(Plenary)

V	
A	✓
K	

- how is their memory?

How?

This is based on that game where one person says something like 'My Granny went to the supermarket and she bought a lemon', Then, the next person has to say 'My Granny went to the supermarket and she bought a lemon *and* an orange' and so on. The game is that you have to remember all the items that everybody else said, and then add your own—how many items can people get up to before they forget?

A variation of this for the classroom might be "In this lesson I have learnt that ……' etc.

Wordle

(Plenary)

V	✓
A	
K	

- www.wordle.com

How?

This is a great little website which produces the image you can see on the right. All you have to do is enter the text from your lesson. I simply copy and paste the notes I have written and printed for the students into the website. The website counts the instances of each word and presents them in such a way that the most common words used are larger (with the exception of 'and' 'it' ect).

You can then print these out to the students and ask them to define 5 words or say how they were relevant to the lesson from the sheet—the smaller the word the better (differentiation).

Jargon can be a good thing....

(Plenary)

V	✓
A	
K	

- an activity which replaces waffle with key terms from the lesson, showing students how jargon saves the time and effort!

How?

Give students passages on content relevant to the lesson topic. In bold type, write the definitions of key terms instead of the key terms themselves. Students must replace the definitions with appropriate key terms and should see how jargon is useful in significantly reducing word count.

E.g.
"You may wonder where psychologists get their ideas from. Well, usually from an existing **series of interrelated statements which attempts to explain a certain observed phenomena.** In other words, they don't just 'think up' ideas. Next, the researcher will form a **testable prediction** relating to one of these statements. Research is then carried out……" etc. etc.

Here, students would sub in 'theory' and 'hypothesis'.

Mnemonics

(Plenary)

V	
A	✓
K	

- especially helpful for auditory learning.

How?

This simply involves giving students time at the end of the lesson to create a mnemonic to remember lesson material. For example, for Freud's Psycho-sexual stages: Old Age Pensioners Like Guinness.

Students should share their mnemonics at the end of the lesson so that others students can note down ones which stick out most to tem.

What is Psychology?

(Course Plenary)

V	✓
A	
K	

- encourages students to reflect on the big picture in psychology.

How?

This is an end of year activity asking just one question, "What is Psychology?" This activity could either be done in class as an assignment, or out of class in terms of a project (see project section) which is then subject to peer review.

Jerry Springer's Final Thoughts....

(Plenary)

V	✓
A	
K	✓

- a cheesy end to the lesson.

How?

Anyone who has ever seen Jerry Springer's show on TV will know that at the end of a show he summarises 'what we have all learnt'. Well, effectively you need to ask your students to do exactly this, and try and get them to enter into the spirit of things by writing in that kind of style.

Normally, I will take in their summaries and create a rolling show (see page 3 of this pack to see how to create Rolling Shows on PowerPoint) of their responses which play with a bit of music at the start of the next lesson. This allows everyone to see everyone else's summaries and is a fantastic start to the lesson. Make sure you put their names on it as well so they can see who has written what!

Mixed Bag

(Plenary)

V	✓
A	
K	✓

- everyone has their own slightly different plenary task.

How?

This involves putting lots of different plenary tasks into a bag/hat of some sort. Each student picks out one of these tasks to do at the end of the lesson.

E.g. How well did I do in this lesson?
E.g. What information from this lesson is important to remember?
E.g. What are three key words relevant to this lesson?
E.g. What other topics I am studying would this information be useful for?
E.g. How could I have improved my work? Etc etc

The most efficient way to do this is to create a bank of statements in a word document, and whenever you do this activity, print out the statements and cut them up. Just like the Jerry Springer task, I then take these in and create a rolling show for the start of the next lesson.

Chuff Chart

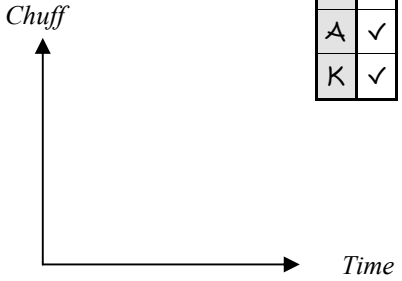
(Course Plenary)

V	✓
A	✓
K	✓

- this can be done at periods throughout the lesson, or at the end.

How?

Get students to fill in a chuff chart (how well they think they did) and annotate—i.e. why they felt like that at particular moments in the lesson. Then discuss afterwards.



Top 10 Lists

(Course Plenary)

V	✓
A	✓
K	

- encourages a class to reflect and make some rankings about studies/figures in psychology.

How?

Throughout the year, it is likely many names and studies are presented. A good way to review these studies and names is to have students make Top 10 lists in small groups to decide the most useful or significant studies/ theories/names etc. Allow students to share their lists and argue with other groups about the rankings.

Psychology's Greatest Hits

(Course Plenary)

V	
A	✓
K	

- a memorable way to finish the year.

How?

Get students into small groups to generate a long list of psychologists and researchers presented to them during the course. Then have students try to think of a well-known song that could be the researchers theme song—so could be based on the topic area that they studied.

E.g.
Harlow—We're the monkeys
Freud—Lets talk about sex

Where would we be without..

(Plenary & Course Plenary)

V	
A	✓
K	

- evaluating the contribution of psychological figures.

How?

As a simple end of lesson activity, you may ask students "where would we be without… Psychologists X". This gets them to think about the contributions of the psychologist covered within the lesson and there impact (or lack of) on psychological knowledge.

Connect 4

(Starter & Plenary)

V	
A	✓
K	

- gaining synoptic links and tying different lessons together.

How?

Give students four topics/studies/psychologists/key terms – depending on what you wish them to link (e.g. all the lessons of that week). Ask them to make connections from the 1-4 so that they are tied together in a line. Students then feedback to class as they may have made different links. They could make paper chains with the connections on if they have time.

Find that balloon!

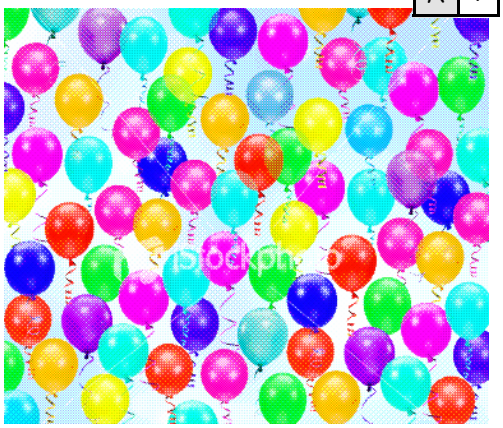
(Topc Plenary)

V	✓
A	✓
K	✓

- I haven't done this myself, but I sounds like brilliant fun!

How?

Blow up a load of balloons. With a marker pen, write the answers to a set of pre-prepared questions. Split the class into two teams and in turn, a member of each team has to answer the question you have asked by diving into the balloons and finding the one with the right answer. Team with the most correct answers wins a prize.



Musical Chairs

(Topic Plenary)

V	
A	✓
K	

- classic party game!

How?

This could be used at any point during the lesson really. Everyone knows how to play the game, the only difference you need to know is that the person without the chair has to answer a question!

Diamond Ranking

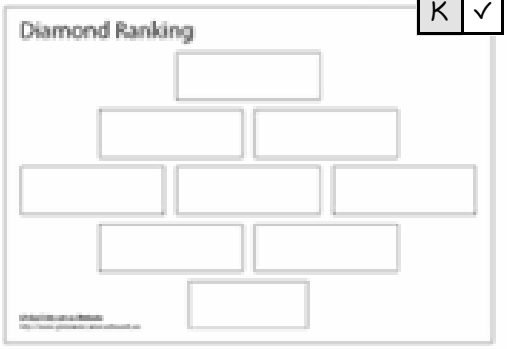
(Topic Plenary)

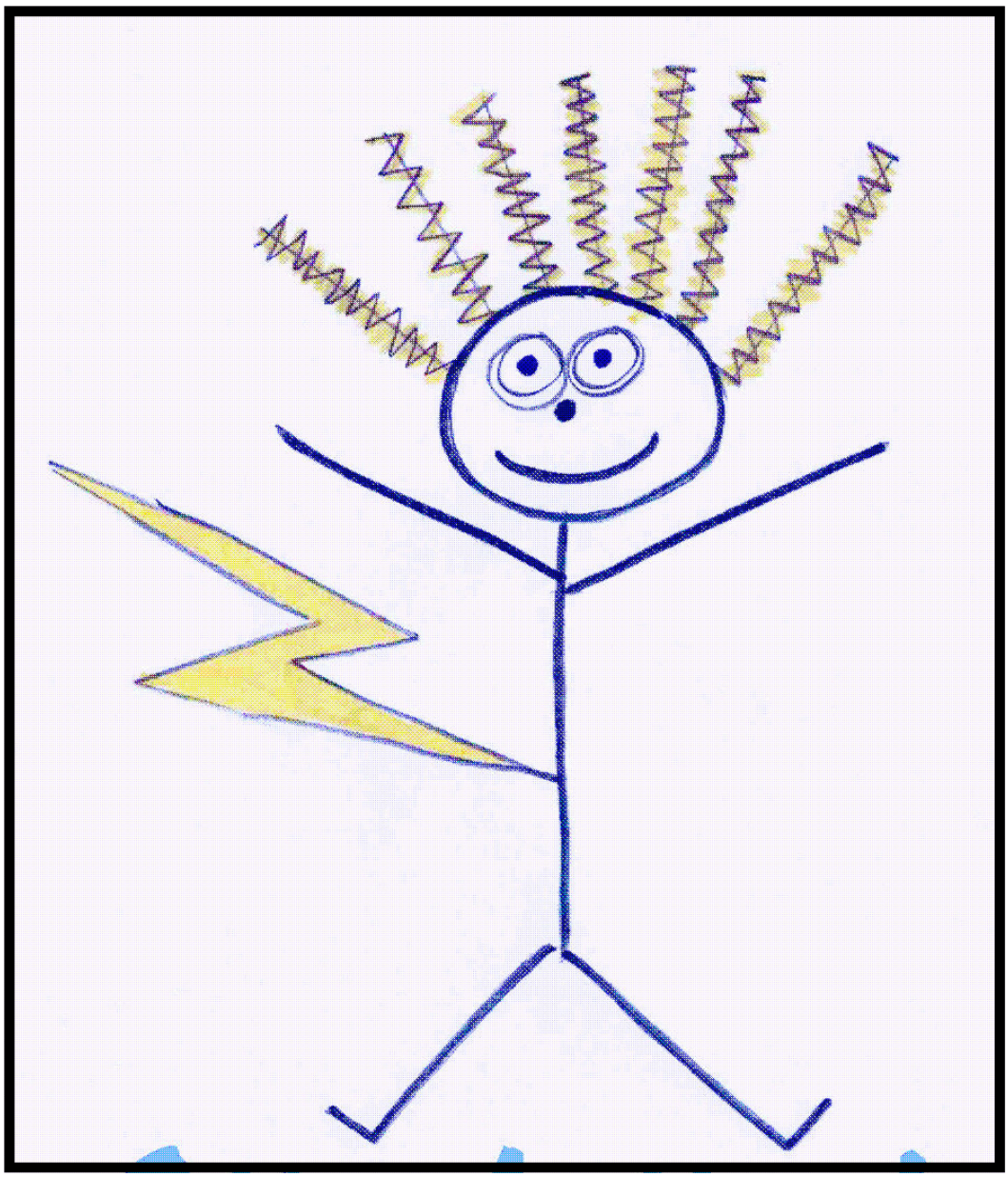
V	✓
A	
K	✓

- good evaluation plenary, could also be used as a main….!

How?

Set a summary question for the lesson/topic and have nine ideas/ evaluation points/studies for people to prioritise. Write each one on a post-it note and ask each group to arrange these nine points in a diamond shape with the best point/study/evaluation point at the top, two in second place, three in third place, two in fourth place, and the worst at the bottom. They need to get a consensus as a group and can move the ideas around until they reach an order with which they are all agreed.





Introductions & Stimulations

(- ways to present new topics)

What do Psychologists Study? Course Introduction

V	✓
A	
K	✓

- Alphabet Brainstorming

How?

The activity works best when in groups of 3-4. The task is simply to come up with as many topics, things, or issues that a psychologist studies that begin with each alphabet letter. Even though the students do now know much about psychology, they will have some ideas through what they have heard through the media. This can be done as a competition to see which group can find complete the most letters.. Then, the teacher can introduce the course, which parts *are* psychology, identify the misconceptions, and explain which areas. will be covered in their particular syllabus.

Getting to know the jargon (Course Introduction)

V	✓
A	✓
K	✓

- consumer psychology.

How?

Tell students that one of the tasks of consumer psychologists is to determine effective names for products. Ask the class to generate car makes that they are familiar with and write these on the board (e.g. Ford, Vauxhall etc). Ask why there are not any Ford Chicken or Vauxhall Rodents. Now tell students their task is to use one of the glossary words (from their text books—you could assign a chapter) as a new car model. They can choose with make the car is and then create an effective slogan using for the car that takes into account the psychology term found in the glossary. For example, "Vauxhall Placebo—The quality will make you think you are paying a lot, but you actually aren't". Or "Ford Dissociative—"A sports vehicle which can change into a truck".

This activity should familiarise students with their textbook and glossary as well as introduce some key terms.

AO1 and AO2 Commentary (Course Introduction)

V	
A	✓
K	

- what is the difference? Using sports commentary.

How?

Explain to students what is expected of them during A Level and the assessment objectives (AO1 and AO2). Play students a piece of football/ rugby/sports commentary around 5-10 minutes long. Give them a handout with four boxes with the titles 'knowledge', 'understanding', 'analysis', and 'evaluation' and highlight which are A0 and A02. Whilst the clip is playing, students must jot down examples of each. After the clip, the class should feedback and the teacher can appraise their efforts.

Psychology the Science

Course Introduction

V	✓
A	
K	✓

- Is the teacher a mind reader?!

How and Why?

The purpose of this exercise is to promote the value of a systematic, scientific approach to solving problems in psychology.

1. Before the demonstration, ask students what differentiates science from other studies—what makes science "science" and why?
2. The day before the demonstration, ask one student to participate in your classroom hoax. They must act surprised when you are pretending that you are reading their mind.
3. Inform class that you can read their minds, ask them to write any sentence on a piece of paper, then insert the paper into an envelope (not sealed).
4. Randomly collect the envelopes but make sure that your student collaborator's envelope is at the bottom.
5. Hold the first envelope to your head (in dramatic style!) and recite a sentence that your collaborator "wrote". The collaborator should act surprised "that's mine!".
6. Open the envelope the "check" that you were right—and silently read what another student actually wrote i.e. what is in the first envelope.
7. Throw that envelope away, hold the next one up and recite the sentence from the previous envelope which one student should recognise! Open the envelope "check" your mind reading… and read the next students sentence! Always staying one envelope ahead.

8. After about 4 or 5 goes, stop and help students establish possible explanations for your ability to mind read e.g. you can read minds, or it is a trick. What possible variables might exist that enable you to read minds? E.g. you can see through the envelope.
9. Picking one of those variables, have students control for that variable e.g. make the teacher close their eyes when picking the next envelope. Then go through the process again to see if the teachers ability has changed.
10. If time, keep repeated this process of controlling variables until they have found the cause of our behaviour. It might be an idea to have to collaborator suggest the hoax procedure as a possible hypothesis after a while.

Afterwards, discuss the concept of variables, controlling for variables, and a systematic method of problem-solving.

Testing Significance

(Research Methods)

V	✓
A	
K	✓

- with cookies! Which brand is better, Tesco Value or Sainsbury's finest?!

How…… explain how psychologists investigate differences by walking them through this experiment…..

Pose the question: Which brand gives you the most chocolate chips per cookie?!

State the null hypothesis: There will be no difference in the number of chocolate chips found in different brands of cookie.

State the research hypothesis: There will be a difference in the number of chocolate chips found in different brands of cookie.

Method: Divide the class in two, give one side a cookie each from Brand A and the other side a cookie each from Brand B. They must 'deconstruct' the cookie and count the amount of chips.

Data Analysis: Collate the results. Work at the mean for each brand. Work out the range for each. Work out the median. Work out the variance. Plot the normal distribution. Etc etc. Work out whether the results are significant.

Sampling Chocolate!

(Research Methods)

V	✓
A	
K	✓

- learning with smarties!

How?

Buy a multi-pack of fun-sized smarties and give all students one box each. Make a list of all the colours on the whiteboard and students can then see whether their sample is representative or not. The can then pool their samples with the person next to them to see if their sample is more representative or not. Variations to this could be students picking out their own types of samples from a larger population of smarties e.g. show me a random sample of smarties, show me a systematic sample of smarties etc. How representative are those samples?

Naturalistic Observations

(Research Methods)

V	✓
A	✓
K	✓

- send them out into the field!

How?

This activity lets students explore one way psychologists conduct research. Have students break into small groups of around 3-5 individuals. Explain to them that during one break time before the next lesson, they must visit a fairly busy location (e.g. library?!). They must try to be as unobtrusive as possible and to simply watch *behaviour* for 10 minutes and then return to class with their findings. Then discuss the advantages and disadvantages to the naturalistic observation.

Cultural Bias

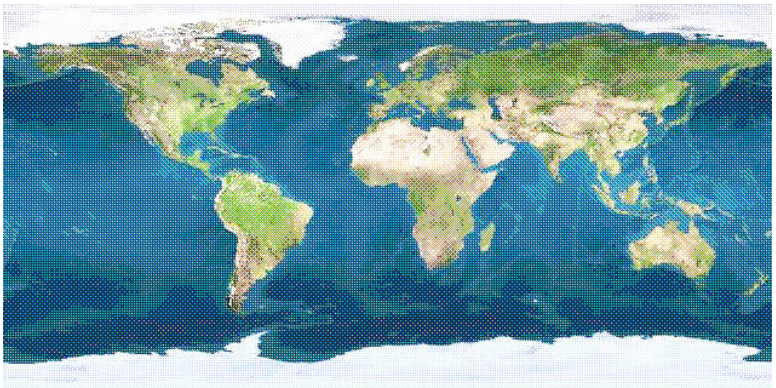
(Research Methods)

V	✓
A	
K	✓

- highlights problems generalising Western research.

How?

This activity could be either done over 15 minutes, or stretched out over a whole course. Produce a large map of the world on the wall. Locate the geographical roots of each key study of the duration of the course. Or, spend a focussed 15 minutes doing this activity during one lesson. Show students how the majority of studies originate in Western countries and how other continents are neglected. Can we generalise to these other locations?



Validity and Reliability

(Research Methods)

V	✓
A	✓
K	✓

- Introducing these much confused terms.

How?

It is likely that during marking, you have noticed how students use reliability and validity as if they meant the same thing, of course we know they do not! This activity attempts to illustrate to students the differences between them.

First of all, give students 5 minutes to produce a recipe for a cup of tea. Then, putting the recipes to the side for the moment, ask students what they think are meant by the terms reliability and validity. Guide them towards the correct definitions and display them very clearly on the board. Ask them to look at their recipes and change 1 thing that would increase the reliability (e.g. specify the type of tea bag since reliability is about consistency) and 1 thing that would decrease the reliability (e.g. not specifying the exact amo
tea). Generally, they find this part quite easy. Then ask the students
recipe make what it intends to make?) - good answers might include
lemonade instead of water.

Of course it is important that you then discuss how this relates to re
example of Yerke's IQ tests in WW1 which intended to test intelligenc
so people of African and Asian ethnicity were concluded to be 'less inte

Finally, give students some kind of worksheet with examples of studie
they can spot which are which. It is best to start with relatively easy
more ambiguous ones to test your high fliers.

Paper Chain people

(Research Methods)

V	✓
A	✓
K	✓

- testing students knowledge of research design.

How?

After you have taught students the basics of research design, you can test their understanding with this fun task!

Get students to cut out paper chain people as their sample and talk through the different research designs you have taught and make them 'act out' the process on their desks. For example, for an independent measures design with two conditions they should put half their sample in one group (condition 1) and half their sample in another group (condition 2). For matched pairs design, they could even decorate/number their sample to denote the matched pairs, and swap them over for repeated measures. This sounds like a great activity because it moves beyond text book definitions and forces students to link their written understanding into a practical understanding.

Introducing the Approaches

(Approaches)

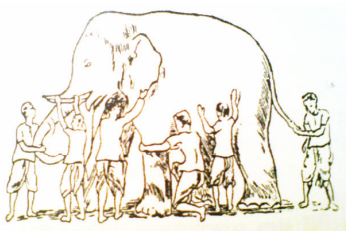
V	✓
A	✓
K	

- A lovely poem picked up at a conference.

How?

A way to introduce the approaches is with the poem "The Blind Men and the Elephant". Read this poem to the students, or get them to read it to the class. For an extra visual element to the starter, illustrate the poem and scan into PowerPoint slides like the "Psychology Jackanory" activity mentioned earlier on in the toolkit.

The poem is about six blind men who stumble upon an elephant, and use their hands to feel the animal. Each blind man happens to focus his attention on a different part of the animal (side, tusk, trunk, knee, ear and tail). Depending on which part of the elephant they were feeling, they compared the elephant to different objects (wall, spear, snake, tree, fan and rope).



You can use this poem in a variety of ways to introduce the approaches - because the basic moral of the poem is that "each man was partly in the right and partly in the wrong" - by focussing on different parts of the animal, each blind man had formed their own perspective.

Discuss with your students how this is relevant to the approaches, both in terms of AO1 and AO2.

Freud and the 3 little pigs

(Approaches)

V	✓
A	✓
K	✓

- can your students apply the ideas of id, ego and superego to the three little pigs?

How?

Explain to students or remind them of the psychoanalysis basics. In particular, the id being driven by the pleasure principle, the ego being driven by the reality principle, and the superego being their moral conscience part of the mind. Then explain to them that children are normally driven by their id, but increasingly as they develop, their ego forms and they become more driven by their reality principle.

Read them an edited version of the three little pigs story (illustrate in 'Psychology Jackonary' style for a really memorable start to the lesson). The edited story you write should emphasise that the pigs could not wait to build their houses so they could go outside and play! Then, ask the students to apply the psychoanalysis ideas to the story. Depending on your students, you could give them a writing frame for this, a key words/phrases for them to include.

They may come up with lots of weird and wonderful ideas which gets them really thinking about the approach. You can then explain the model answer afterwards. Namely, that the three little pigs are analogous to the development of a child. At first (first little pig) children are driven by the pleasure principle (wanting to play) without much regard for the consequences. As they develop, the ego develops and children are more influenced by the reality principle (second little pig has a better effort, but still drive for pleasure was major influence). As the ego fully develops, we become driven by the reality principle and satisfy out pleasure needs in ways that fully consider the consequences (third little pig).

Thinking about Social Influence

(Social Psychology)

V	✓
A	
K	

- using photo rounds as stimulus….

How?

A great way to engage students in thinking about obedience and conformity is to show them the extreme examples of what they can be capable of in society. Then they start to question what social influence is and why it can be such a powerful force. To do this, use the photo rounds activity in the starts/plenary section. For example, for obedience use images from the My Lai massacre, Nazi Germany, Guantanemo Bay, Revolutionary Guard etc.

Demonstrating Obedience

(Social Psychology)

V	✓
A	✓
K	

- what can you make your students do?!

How?

There are many simple ways of doing this. Such as asking students to stand up with their hands on their head. Then ask them why they did it! However, one excellent demonstration stands out, should you be able to afford it and consider the health and safety issues.

This is best delivered as if like a magic show. Borrow a £5 note off one of the students and put it in an envelope. Ask another student to set fir to it with a lighter. Point out to the student that burnt it that they now owe the other student a fiver (cue protests!). Point out that you were not holding a gun to their head, would they jump off a cliff if you told them too? Discuss. Tell them that this is something psychologists research and study. Discuss.

An interesting point to make to the students that technically the offence was treason (defacing the queen) which is still punishable by death!

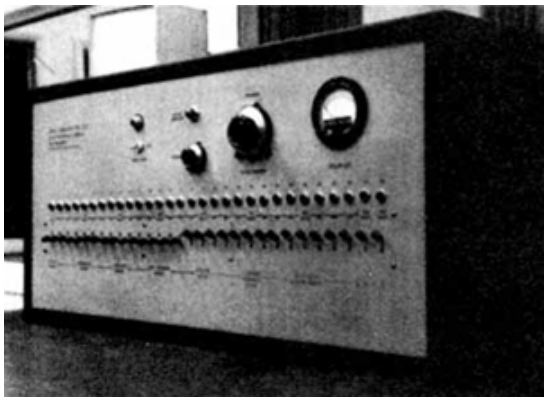
Play Milgram's Cards Right

(Social Psychology)

V	✓
A	
K	✓

- exploring the variations of Milgram's experiments.

How?



Set the start of the lesson in a game show tone and with the feeling of Bruce Forsyth's "Play your Cards Right". You could either make a PowerPoint presentation to set this game up or make actual cards which you turn over. Basically, the playing cards must each represent one of Milgram's obedience experiment variation. Students must shout out whether they think the change of condition would make the obedience "higher" or "lower". This is done best quickly, and then discussed after.

Attachment Plenary

(Developmental Psychology)

V	✓
A	
K	✓

- act it out!

How?

After teaching attachment, put the students into groups of 3-4 (baby, caregiver, stranger, narrator—depending on numbers.). Give each group an attachment type to act out using their knowledge of these attachment types and how the react in the strange situation.

The other members of the group much guess which attachment type is being acted out, and justify their decisions.

Relationships Starter

(Social Psychology)

V	✓
A	
K	✓

- analysing lonely hearts ads.

How?

This is actually a very popular with students as their choice for coursework.

Get students to write their own 'lonely hearts' ads. As a group, analyse the results. This links in to theories of inter-sexual selection, and the idea that men will advertise resources they think women select (e.g. wealth and strength) and vice versa (women will advertise nurturing qualities).

As an addition, or an alternative, you could look at the lonely hearts ad's from local papers. Do the ads support or undermine the theory?

Obedience Starter

(Social Psychology)

V	
A	✓
K	✓

- exploring the variations of Milgram's experiments.

How?

This activity could be done in may different ways, it basically involves getting students to do something pointless/ silly and then asking why they did it!

One example suggested by a teacher is to get students to rip an A4 piece of paper into strips, then squares. Write a different animal on each, put in alphabetical order, then get them to do increasingly sillier things to see if they will obey e.g. stand one-legged on chairs, hands on heads etc!

The question the students as to why they obeyed and draw out some of the obedience issues from this discussion. You can also ask why some students didn't obey.

Groups

(Social Psychology)

V	✓
A	
K	✓

- *competition and cooperation (Giants, Dwarfs and Wizards) and classical group polarisation.*
- *Good starter activity for in-group/put group competitions etc etc*

How?

Divide the class into two equal teams, in lines facing each other, around 2 metres apart. Explain, "you live in a world inhabited by warring giants, dwarfs and wizards. Giants always beat dwarfs by stamping on them. Wizards beat giants by casting spells on them, and dwarfs beat giants, I am told, by tickling them (add sounds for humorous effect!). Your about to do battle with each other. Your team must decide collectively, which of the three beings you are. Everyone in your team must agree to be the same and keep your decision secret."

Then, once the decisions have been made, "On the count of three you will all display what you have decided to become. Giants will stand on tiptoes with their hands stretched above their heads. Dwarfs will crouch down and wizards will step forward with the spell-casting hands outstretched, dwarfs must crouch down with tickling motion". The teacher then counts, the teams display their characters. 2 points awarded for a win, 1 point each for a draw. Further rounds to follow.

Relationships

(Social Psychology)

V	✓
A	
K	✓

- *"Gimme some room!" and introduction to relationship research.*

How?

The goal of this activity to examine the role of personal space as a factor influencing interpersonal relationships.

Using masking tape, place an X on the floor. Attach measuring tapes to the floor around 6 inches away from the X so that the increasing measurements go away from X. Ask one student volunteer to stand on the X. Following the measuring tape, have another student volunteer walk slowly toward the student in the centre. Instruct the student in the centre to say "stop" when the approaching person is close enough that they start to feel uncomfortable. Record the distance. Then do the activity again from the sides and back.

Ask students: What is the standard shape of the individual's personal space requirements? What factors may influence the amount of personal space we need? Will there be cultural differences? How does personal space affect interpersonal relationships?

Abnormality

(Abnormal Psychology)

V	✓
A	✓
K	✓

- *"Sir—what are you doing?!"*

How?

Very simply, the teacher turns up for the lesson wearing something silly—e.g. pyjamas, costume, stupid hat. Ask students why they are reacting (i.e. usually pointing and laughing etc!). Write their responses on the board. Sort the responses into the different definitions of abnormality.

Celebrity Abnormalities!

(Abnormal Psychology)

V	✓
A	✓
K	✓

- gets students thinking about what normal and abnormal mean.

How?

Sort the class into groups (pairs, threes, fours…). Give each group a selection of pictures of celebrities. If the groups is small they could put the pictures in rank order from "normal" to "abnormal" and then justify why the have used that order to the rest of the class. If the group is larger, then ask the groups to pick out the most "normal" and the most "abnormal" and make a presentation of their justifications back to class. This leads nicely into the introduction of the definitions.

Gender Stereotypes/Roles

(Gender)

V	✓
A	✓
K	✓

- an activity to show what effect they have on behaviour

How?

Find five pictures of gender stereotypes consistent professionals (e.g. female secretary, male fire fighter, male dentist, female nurse, male farmer) and five pictures of gender stereotypes inconsistent professionals (e.g. male flight attendant, female construction worker, female car mechanic, male primary school teacher). Present the pictures in random order to a student volunteer. They must identify to profession as quickly as possible, use a stopwatch to record the time taken to do so for each picture. Display the times and the average times taken for each category.

Ask students why the reaction time might be longer for inconsistent pictures.
Where do gender stereotypes come from?
How might these lead to bias/discrimination?
Are gender stereotypes helpful or harmful?
What gender stereotypes are common in our society?

Battle of the Sexes

(Gender)

V	✓
A	
K	✓

- Introduction to gender differences.

How?

You will need an internet ready computer. Search in google for "Battle of the sexes + Flash" without the quotation marks. This is a computer game which is about parking a car into a tight space! Have male and female student attempt the game and record their point scores to see which sex is better at the game. This game is a good way to lead into a discussion about gender differences and/or brain lateralisation.

Play Doh Brains

(Biopsychology)

V	✓
A	
K	✓

- everyone knows sixth formers like to regress to primary school days!

How?

This is a very non specific activity. The idea is simply that if you are working with students on a topic that involves the brain and areas of the brain, it might be useful if the students create their own play-doh brains to work with. This might include identifying the correct areas on their play doh brains during an activity etc. One problem for students when learning about brains is the difficulty of "seeing" it, as diagrams of brains are mostly 2-D and from different angles. Using play doh allows students to poke around!

Sperry's Split Brain

(Biopsychology)

V	✓
A	✓
K	✓

- bringing a complex study to life.

How?

Each students should be given a potato, play doh, and a scalpel. In addition, a handout with a set of words used in the Sperry experiment and a set of pictures, as used in the Sperry experiment.

Students make a pair of eyes and stick them on the potato head (using sewing pins). Then they add a nose, mouth, hair (at front) and a mouth. Using the play doh, on the back of the head they put a brain. The brain is in two hemispheres, and they should also make a corpus callosam and put it down the middle. The teacher should draw the parts on the board as they go along.

At this point, explain to students that the right brain processes pictures and the left brain processes words. The middle part, corpus callosam, allows the two to talk to each other so that words and pictures are processed no matter what side they are seen.

Get students to read the Sperry words and name the pictures: a) with both eyes b) with left eye covered c) with right eye covered. Then they cut the corpus callosam of their participant (Mr Potato Head!).

Then the students should cover the right eye (their own) and imagine they are heir participant. The teacher should present the words/pictures randomly to them. They must decide whether they can see them or not (with a split brain). *The should read the words but not the pictures.*

Then they cover the left eye and try again. *They should identify the pictures but not the words.*

Following this activity, student could fill in a short worksheet on the Sperry study to consolidate their learning.

The Split-Brain Student

(Biopsychology)

V	✓
A	✓
K	✓

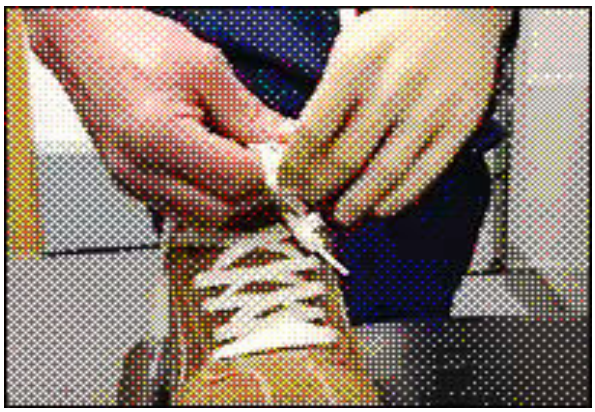
- allows students to experience the frustrations of a split-brain patient.

How:

Get students into pair and make them sit on one chair if possible. They then interlock their inside arms and put their outside arms behind them. With their inside arms together, it will be as if they were one person, one of the pair using their left hand and the other using their right. Instruct the student on the left that he/she must be the voice for the pair, the student on the right is only allowed the communicate through non-verbal symbols.

Whilst in this set up, the students must tie a shoelace. This will be difficult but they should do it eventually. Then blindfold the students and repeat the task. This will be much more difficult and the left person will try and talk the right person through it.

With the students blindfolded, place an object in the left hand (which is the right persons!) and ask if they are able to identify the object (e.g. pencil). The "left-brain" student will say no while the "right-brain" student will possibly nod "their" head affirmatively. While the voice of the pair cannot identify the object, the left hand will be able to correctly select the object from several placed before him/her when the blindfolds are removed. When asked why a correct response could not be produces before the blindfolds were removed, the "voice" might say interesting things such as "I can't feel what is in my l eft hand".



You might also place other objects in the pair's hands to demonstrate how correct responses are possible under certain conditions. If a retractable ballpoint pen is used and the left and clicks the pen, it will allow the other side to hear the sound of it.

You can demonstrate how the right and left visual fields are processed by different hemispheres by having the students fix their gazes in opposite directions. In this situation, each "hemisphere" is only aware of what happens in his/her/it's sight and unable to answer questions about objects displayed in the other "hemisphere's" visual field.

After this activity, students can be lead into a discussion on the localisation of language in the left hemisphere, as well as how vision and hearing are processed by the brain.

Conditioning With Sweets

(Learning)

V	✓
A	✓
K	✓

- demonstration with the use of an energy ball!

How?

Conduct some kind of quiz or activity that allows for immediate feedback – I.e. wrong/correct, well done/that was rubbish! As rewards, use sweets or chocolate every time the class produce the required behaviour. This should motivate students to keep putting their hands up and giving the correct answer. You could also take sweets away for shouting out or talking in between questions.

After the activity the concept of operant conditioning can be explained.

Condition your Classmate! (Learning)

V	✓
A	✓
K	✓

- demonstrate shaping by having students successively reinforce a desired behaviour in a classmate.

How?

Briefly explain the activity and the select a student volunteer to leave the room. While that student is away, the rest of the class must select two target behaviours to shape in that student; one simple (e.g. raising left hand), and one complex (e.g. drawing a smiling face on the whiteboard). The class must successively applaud behaviour which approaches or hits on the target behaviour – getting louder when closer. Then, the student is invited back and must just "do things". Adapting what they "do" according to what is rewarded.

Discussion Q's: What are other complex behaviours? What could speed up the performance of the desired behaviour? How could this shaping process be used at a zoo or in the workplace? Are out complex behaviours the result of shaping?

Schemas & Cognitive Maps (Cognitive Psychology)

V	✓
A	✓
K	✓

- to demonstrate out internal representations of the environment, and the fact they are all different.

How?

Explain to students that people create internal representations of the environments they are exposed to (e.g. home, school, neighbourhood). In order to examine the student's cognitive maps more closely, pass out blank paper and ask them to draw a map of their school. Allow around ten minutes to complete this. This can lead into a discussion about what they have drawn and the differences between them.

What perspective is represented in your map? - topological (bird's eye view) or first person? Why is this? Have you ever viewed the school from an aerial view? What features were included in your map? What features did you miss?

Schemas & Chinese Whispers (Cognitive Psychology)

V	
A	✓
K	✓

- The game Chinese Whispers can demonstrate how schemas influence our thinking

How?

The game involves a message/phrase being passed (whispered ONCE)) through all members of a team—does the message/phrase alter by the time it has passed through the team? Depending on the class size, you could set up teams of around 5 who must arrange themselves in a line. The first person in each line must come to the front where the first phrase is written on a sheet of paper, memorise it, then whisper it to the next person in the line, etc. The person at the end of the line writes down what they think they have heard.

To demonstrate cognitive schemas, the teacher should include certain types of phrases. 1) Phrases that will be easy to remember and transmit down the line. (2) Longer phrases, but still easy to remember because it is something they have covered in the previous lesson (and should know well!). (3) Fairly simple phrases, and something they should know, but with incorrect information e.g. The mean of a data set will *increase* when lower number are added.

The idea is that you show them that we makes sense of our world via our schemas and interpret information in accordance with them. This is why although 2 is unlikely to end to be transmitted perfectly, it is likely the message will still contain the important information. For 3, it is likely that students will change the message so that it makes sense to them according to their expectations, driven by their schemas.

Models of Memory

(Cognitive Psychology)

V	✓
A	
K	✓

- nice kinaesthetic activity!

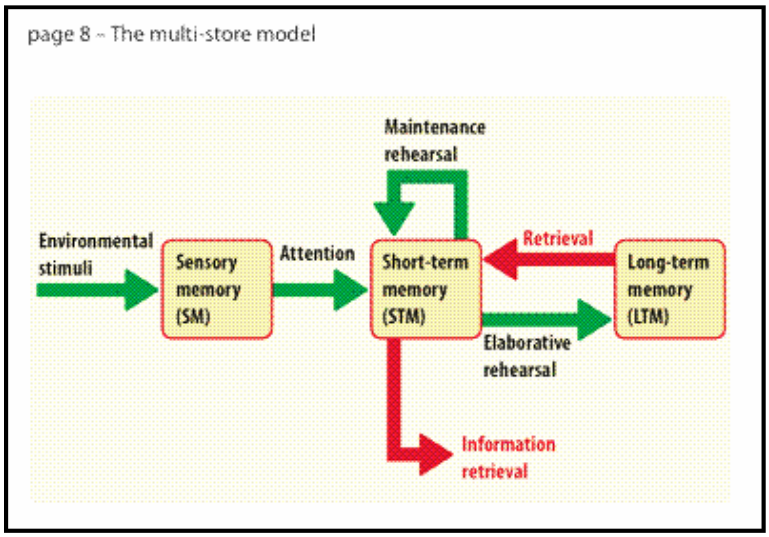
How?

This was suggested by a TES forum user.

Make the students act out the models of memory. Students should put on cardboard boxes with 'Sensory Memory', 'Short Term Memory' and 'Long Term Memory' written on them. The other students should act as information. So some of the information students should try and attract 'Sensorys' attention, if they do, 'Sensory' should take their arm and pass them to STM. STM can wither forget them, or twirl them around to rehearse etc.

You may wish to vary the basic format of this depending on the learning needs of your students, or the objectives you have set. This activity could work equally well for the working memory model.

Student feedback suggests this is a memorable activity which help them to remember to processes because their friends were dressed in boxes!



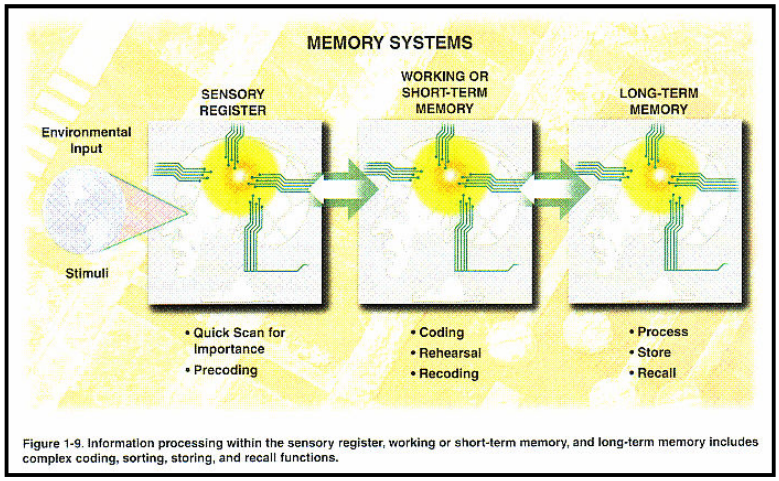


Figure 1-9. Information processing within the sensory register, working or short-term memory, and long-term memory includes complex coding, sorting, storing, and recall functions.

Eye Witness Testimony

(Cognitive Psychology)

V	✓
A	✓
K	✓

- The game Chinese Whispers can demonstrate how schemas influence our thinking

How?

For the first lesson of EWT, 'set up' a couple of students to have an argument in a lesson. The should 'kick off' at the beginning of the lesson (within 5/10 minutes, after the starter activity). It finishes with one of them storming out. The teacher should get that student back in but sit them apart.

Explain to the students your little game, and then do some kind of memory recall test. Discuss the factors that might influence accurate recall e.g. proximity, leading questions etc.

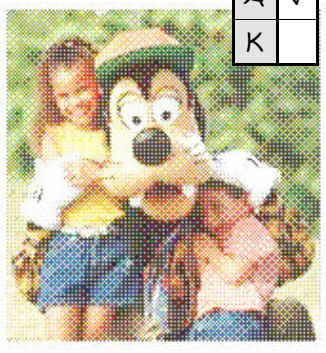
Memory - What is your earliest?

(Cognitive Psychology)

V	
A	✓
K	

- using photo rounds as stimulus….

How?



Ask students to take a few moments to reflect back to the earliest experience they can remember. Have them estimate at what age this experience occurred. Then, each student should share their experience and age with the class whilst the teacher compiles a table on the board. After all the students have participated, categorize the responses in two ways: age, and type of experience remembered (fearful experience, happy, routine, sibling rivalry etc.)

What are the patterns? What type of experience is associated with earliest memory's? Why do we not remember anything before about 2?

Demonstrating STM

(Cognitive Psychology)

V	✓
A	✓
K	✓

- with the help of "Simon's" memory game!

How?

Select around five student volunteers depending on the time available. Preferably using a projector or interactive whiteboard to display the page, go to http://www.freegames.ws/games/kidsgames/simon/simon.htm. Have each volunteer complete the memory test (which is a bit like a digit span test but with colours instead). Record the results.

Following this ask the discussion questions such as: On average, how many could students remember? How does this compare to STM capacity (7 +/- 2)? What is a "bit" of information? What strategies did the students use to remember the order of the colours? Chunking? Can the students still remember the colours? What does this tell you about STM and its purpose?

At the beginning you could ask students to predict what each student will remember to bring in a competitive element. You could also bring in interfering elements to demonstrate interference—e.g. counting during the test.

Procedural LTM

(Cognitive Psychology)

V	✓
A	✓
K	✓

How?

Explain there are different types of LTM (e.g. semantic, episodic). One type, procedural, is often the most difficult to fathom. They are associated with highly automatic processes like tying a shoe lace. Ask the class to raise their hands if they know how to tie laces. Ask one of them to give a verbal description of how they tie laces. Have another volunteer follow her every description (make sure the student instructing cannot see them doing it). The discuss the outcomes.

Why are these memories so difficult to explain? Did the student pretend to tie a lace to help her explain? Why? What are other procedural memories? How do they apply to sports? How do we improve these memories?

Selective Attention

(Cognitive Psychology)

V	
A	✓
K	

- are you picking up what I'm laying down?!

How?

Explain to students that you are going to demonstrate selective attention (our ability to focus our conscious activity on a particular stimulus and block out others) by having them listen to a volunteer read a story from a magazine while blocking another story being read by another volunteer at the same time. Tell them there will be a memory test at the end of the story.

Select two student volunteers preferably of the same sex (to have matched voices) to read the two different text sets. These text sets should be made up of two different blocks of narratives (e.g. from FHM and from HEAT). Create one set of text with the paragraph from one source (FHM) and the second paragraph from the second source (HEAT). Reverse this for the second text set.

Select one of the volunteers to be the "target" reader and the other to be the "ignored" reader. The class should be instructed to listen to the "target" reader. Have both volunteers read their stories out loud at the same time (and at the same pace—they may want to practice). Then have students write down as much as they can remember from *both* readings. Finally, have the volunteers read their selections one after another. Observe the number of students who understood and remembered the story of the "ignored reader".

Discussion questions: How many of you switched stories? Why did this happen? Were you aware that you did this? How many of you could recall information from the other selection? Why? What is an example from your own experience of selective attention? Did the type of selection read have an influence on what you paid attention to? E.g. Gender?

NB. Could be followed up with "Gorillas in our Midst" video at
http://viscog.beckman.uiuc.edu/djs_lab/demos.html http://viscog.beckman.uiuc.edu/grafs/demos/15.html

Personality Profiling

(Personality)

V	✓
A	✓
K	✓

- accurate? Or just like a horoscope?!

How?

Have all students complete personality profiles—these can be found online. For example, the Myers-Briggs and Big Five validated personality inventories. One or two may wish to read out their profiles so that the class can evaluate.

Then ask the following discussion questions:
Are these descriptions unique to you or could they describe a lot of people? Are there aspects that are true and aspects that are not true? When reading your personality profile, do you tend to pay more attention to information that fits your self-image or information that seems contradictory? Are these any different from horoscopes? Better/worse? How do you determine the validity of a personality test? What might personality profiles be used for?

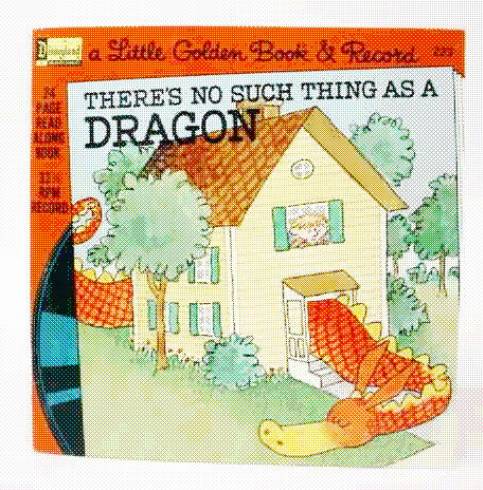
Participant Observations

(Research Methods)

V	✓
A	✓
K	

- "There is no such thing as a Dragon!!"

How?



Using the psychology jackanory technique (see starters and plenaries), read students the children's story "There is no such thing as a Dragon". This is a story where a child's mother refuses to believe that there is a dragon living in the house because they do not exist, she does not believe her child despite the fact she says she has seen it.

Then, give students an information sheet which outlines the method and purpose of the participation observation technique. In small groups, ask them to relate the story to an evaluation of the method – best explanation gets a prize! Hopefully, they will pick out issues such as bias, expectations etc.

Description and Discussion

(Skills)

V	✓
A	✓
K	✓

- an idea picked up from an ATP magazine.

How?

For some students, description and discussion are concepts they find difficult to distinguish between.

Give each student a mini cereal box and explain that they must *describe* the box and its contents in three or four sentences e.g. colour, logo, taste etc. As teacher, go round the class and ensure that students to do not stray into discussion and highlight why it is discussion and not description. After this task, ask the whole group to generate ideas about what we mean by 'discussion' in an essay and record this on the board. After this, students should write 3-4 sentences *discussing* their cereal. This could be by evaluation (e.g. nutrition, design), considering different opinions on the cereal (e.g. child v parent), or comparing two different cereals on the same criteria (e.g. on taste). After this task it is advised that students are giving a handout giving some ideas about thinking critically an with some examples of sentence stems. Finally, students can start to apply these skills to psychological content, either themselves or by highlighting description and discussion in a model answer.

A - C - E

(Exam Skills)

V	✓
A	✓
K	✓

- helps students to understand exam requirements

How?

Show students student responses to the same essay question, an A, C, and E grade. Structure an activity around them choosing which response firs which grade, and justifying their decisions.

Donny & Marie

(Exam skills)

V	
A	✓
K	✓

- *a memorable idea stolen from a conference!*

How?

This entails playing the students the song "It's a little bit country, It's a little bit rock and roll" by Donny and Marie Osmond. You could set the structure of this activity up in any way you like. The main point of playing them this song is to put across the idea that AO2 is most effective when two different opinions are voiced to each other. This is because the song you play involves an interaction between both Donny and Marie who sing to each other, and their lyrics follow on from what the previous person sung!

As such, you could create a worksheet with cartoons of Donny and Marie (i.e, Donny, then Marie, then Donny again, then Marie again etc etc) and get students to fill in the speech bubbles which may relate to something you have just taught. The best example might be the criticisms of Orne and Holland of Milgram, and the counter arguments of Milgram.

Although my students were far from appreciative of sending them on their way with this song in their head, they did appreciate the fact that it helped them understand how the gain themselves extra AO2 marks!

Spot the deliberate experimental mistakes!

(Skills)

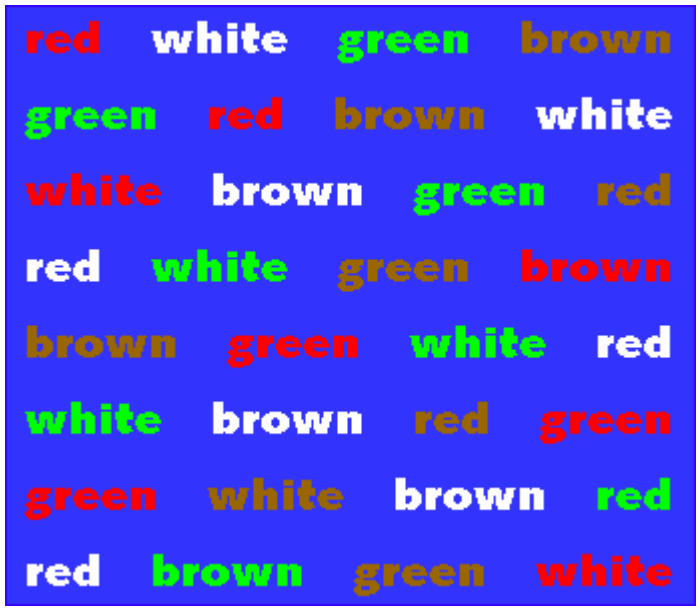
V	✓
A	✓
K	✓

- *can your students recognise bad experiment?*

How?

This is an idea that many teachers seem to use. Some to introduce coursework, others as part of research methods. However the basic premise is the same….

Use your students to conduct an experiment (e.g. Stroop Test), but do it as BADLY as you can—unethically and methodologically! Afterwards, ask your students to spot the deliberate mistakes. You could either have this as an individual or a group challenge. You could also ask the students to redesign the experiment so that it is much more ethical, reliable and valid.



Some mistakes you could make might include……
- no standardised instructions
- no right to withdraw
- extraneous variables
- etc etc

Ideas for Main Activites

(- and the teaching of studies/theories)

Ideas for Main Activities.....

As teachers of A level Psychology, we are faced with numerous challenges. Two in particular spring to mind.

The first is how we can teach all of the different studies without using the same teaching and learning activities each time. How do we avoid the "Ooooh, not another study....." reaction? This section of the toolkit outlines activities for use during the main bulk of the lesson. Some of the ideas are particularly useful for the teaching and learning of studies. As such, these activities are highlighted (see key below).

The second challenge is in how we help students to develop their skills of evaluation which they can find particularly difficult after moving up from Key Stage 4. As such, activities that may be useful for facilitating evaluation skills are also highlighted in this section (see key below)

The remainder of the activities can be used and adapted for use in many psychology lessons. Some have a particular emphasis on writing skills, others on the applications of psychology, and others are more generic learning activities.

Ψ = an activity especially useful for the teaching/learning of psychology studies or theories.

 = an activity especially useful for the evaluation of psychology studies/theories/applications.

"Say what you see..."

Ψ

V	✓
A	✓
K	✓

- a novel way to introduce a new study.

How?

This activity is best done when students are already fully aware of what APFCC's are.

The activity requires that you set up a rolling show (see starters and plenaries) showing the APFCC of the particular study you wish to teach. The best way to do this is to choose different colour backgrounds for the A + P + F + C + C and share with students which colours correspond to which. Then, on the PowerPoint slides, place visual clues that convey what happened during the study. For example, an image of medical students and the number 50 might denote 44 medical students on a slide colour that corresponds to the 'P'.

Construct the rolling show that many clues are given in the order of APFCC and leave the show playing for around ten minutes (preferably with music). Give students a writing frame (I.e. APFCC…), and they have to write down what they think the study is about and how it was conducted.

Obviously this activity lends itself to some studies more than others but it does provide a different way to present a new study and gets them thinking about how a study might be constructed. After this activity, the students could compare their answers to the actual APFCC of the study.

APFCC Fingers

Ψ

V	✓
A	
K	✓

- a fun and simple way to represent a study.

How?

This is simply an activity where students represent to APFCC of a psychological study. It might well be preceded by reading the actual study.

Basically, students are required to draw around their hand onto a piece of paper. Each different finger is to house the key information from the A, F, P, C & C. In the palm of the hand, students should write the name of the study and the psychologist which conducted the study.

Around the hand, teachers could ask students to write answers to key questions if they wished. Or, students could draw to hands on one paper and represent competing studies, drawing links between the two studies.

Posters

Ψ

V	✓
A	
K	✓

- classic task asking students to organise key material

How?

This is a very flexible and adaptable activity that can be changed according to your learning objectives. Essentially it involves students designing a poster which contains the essential information for a study/theory/article etc. You could include a poster-frame, word limit, insist upon a diagram…. Etc.

Cutting and Sticking!

Ψ

V	✓
A	
K	✓

- its always surprising how enthusiastic A level students are with this activity!

How?

The basic idea is that students work to assemble logically coherent material that has been cut up into separate parts – these divisions may go along APFCC lines. Be careful here though to create a challenge to students, do not make this too easy and try and increase their thinking skills. The activity could involve ranking, classifying, or sequencing. The teacher could invoke a competitive element by making this a race against the clock.

A simple variation is **TEXT SORT**, type out a section of text and double space it. Slice each line and place in envelopes. Students must arrange the text, then summarise it in their own words.

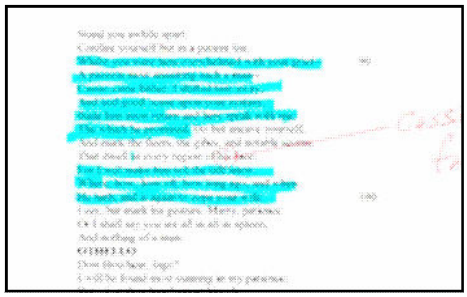
Reading Highlights

Ψ

V	✓
A	✓
K	

- making sure students engage with the text.

How?



Give students an article or description of a psychological study. As they read they study, the students must highlight sections/sentences which they find interesting/confusing/have questions about/surprising etc. Inform students that each member of the class will share one of the sections which they have highlight and explain why they have selected that particular area. You could set a "centimetre" limit so that students do not highlight everything!

Reading Quiz

Ψ

V	✓
A	
K	✓

- another way to coerce students into engaging with written text!

How?

Very simple, set a quiz based on the material you wish them to read! Depending on your learning objectives, different types of questions can be set e.g. comprehension, detail or evaluation.

Another point to make is that by asking the same sort of questions on several reading quizzes, you will give students guidance as to what to look for when reading assigned text e.g. What reason……? What colour…..?

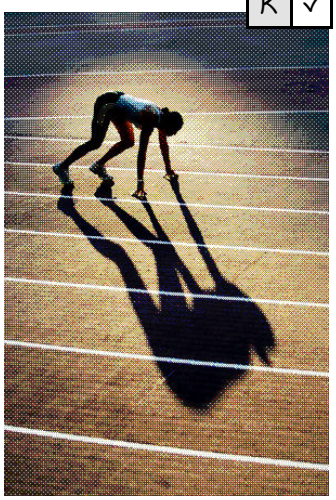
Question Run

Ψ

V	✓
A	
K	✓

- good ole competition!

How?



This can work well with students in pairs. Give all students the first question at the same time (this could be projected on the whiteboard for example). Students must answer each question in full sentences and bring the answers to the teacher. The teacher then checks the answer, and that full sentences have been written, at which point the students can collect the next question. Remember to enforce strict lining up rules so that students do not push in when waiting to see you!

This tasks works well with around 10 questions and can take between 20 mins to 40 mins depending on the depth of the questions set. It is also a good activity to use actual exam questions as well. It is important to have an extension activity on hand because higher ability students will obviously finish faster.

Hierarchies

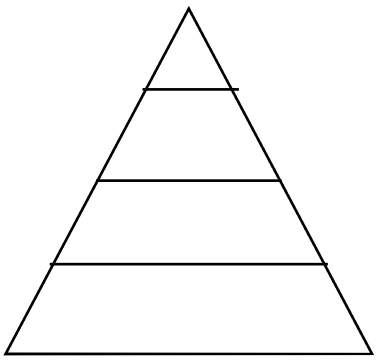
Ψ

V	✓
A	✓
K	

- a different way to engage with non-fiction text

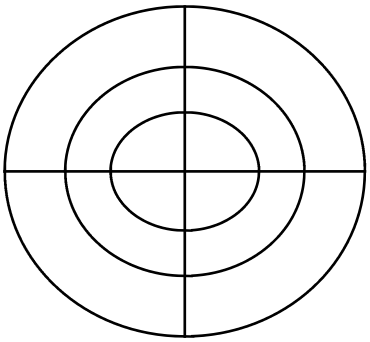
How?

Each student must draw a page-sized pyramid.



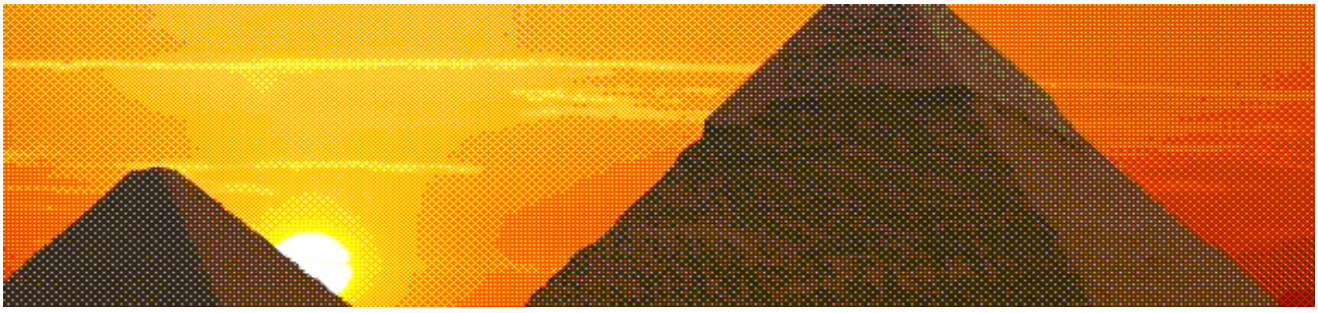
Explain that most non-fiction text is made up of hierarchies of information and that finding the hierarchies provides the structure for good notes. Show how newspapers make hierarchies explicit through the use of headlines, bold paragraphs, subheadings and smaller print. However, not all texts are so helpful and so it's up to students to detect the status of information in order to separate major from minor points.

Give out a non fiction text appropriate to the topic in hand. Ask students to find the big idea in the text: the main headline. He write this at the apex of the pyramid. Students should then work out the main points, and note the in the next layer down.



As the teacher, you could experiment with different shapes according to purpose. For example, if there were four recognised causes of conformity, you could use a layered circle shape split into four quadrants.

This activity could be used with **videos** as well as non-fiction text.



Distillation

Ψ

V	✓
A	✓
K	✓

- Get the main points of a text via a process of filtration.

How?

Draw a filter funnel on the board. Have students work in pairs on a given text. Ask them to find the five (or ten) most important points of the text. You may need to define "most important". As soon as the pair is ready, one of the two comes to the board and writes their proposed points in the filter funnel (summarise the point in a very short sentence). Other pairs who follow need not write down their points if they repeat those already written. Once every pair has contributed, lead a debate with the class about which five should be let through and into the beaker. When agreed, these filtered points should become the basis for notes, which everyone makes individually.

If easier, students could write their chosen points on cards and then blue tack them to the board.

Carousel

V	✓
A	✓
K	✓

- get students moving and gathering different information.

How?

Set up four or five stations of information. This is best done when the stations hold information about different areas of a topic/study e.g. APFCC. At the stations could be text, articles, video clips, audio clips, poems, stories, demonstrations … etc. – anything you feel is relevant to the topic and could increase student understanding.

Split students into groups, as many groups as there are stations, and allocate one group to each station. Allow students a certain amount of time at each station (e.g. 10 minutes) to gather information. You may wish to give students a writing frame which guides student's focus. Alternatively, the groups could have flipchart paper split into four or five sections – where they must include information they feel is important. At the end of the allocated time, the groups must move round to the next station. This process repeats until all groups have visited each

Jigsaw Learning & Displays

V	✓
A	
K	✓

- teaching is the best form of learning.

How?

Give students a key study and split class into different groups. Get one group to study aims, one procedures etc. Have students design posters to put up around class and make a presentation on their area. It might also be useful to get one group to summarise the whole study so students understand how the areas fit together. This is also a great way to make easy classroom displays!

This activity of creating different parts to create a whole display could be used for theories and psychology areas also.

Summing it all up

V	✓
A	✓
K	✓

- with raps and fairy stories!

How?

Split students into smaller groups. Give each group a large piece of paper and ask them to split it into four sections. Then, ask them to write the following sub headings into the different sections: Rap, Fairy Story, 7-Point Summary, and Strength and Weaknesses Scales (You may wish to include different sub headings). Students must complete each of these section using the information that you provide them with.

Tabloiding

Ψ

V	
A	
K	✓

- writing information in a different style.

How?

Have students re-write articles in the style of a tabloid journalist (or vice versa). This allows students the opportunity to interpret text and develop the skill of selecting the key information and what it means to ordinary people I.e. not psychologists!

Response to teacher....

Ψ

V	
A	✓
K	✓

- a way to make sure students have engaged with a teacher-led learning.

How?

Occasionally it might be necessary to have a teacher-led activity which is less didactic. In order to counter this, have students write a paragraph on the teacher-led activity. You might give students "ways in" to this. For example, "I was surprised that…..", "It was interesting how……", "What Miss/Sir demonstrated was that……".

Role Play

Ψ

V	✓
A	✓
K	✓

- especially memorable when acting out Milgram!

How?

Again, this is quite an adaptable and flexible activity that can be designed according to the particular lesson/study. It basically involves students acting out a study or application of a theory/study to show their comprehension. Remember that not all students will necessarily be comfortable with this so it is important to judge the group and create a safe atmosphere where all students can engage. You may also wish to give students a particular task or focus for their role plays.

Puppet Shows

Ψ

V	✓
A	✓
K	✓

- a novel variation on the role play.

How?

Basically the same as a role play, but through the medium of the puppet show! It may well allow shier students to participate, either by hiding behind the mask of the puppet, or by allowing them the opportunity to design and construct the set! - itself a worthwhile task to contextualise the setting of psychological studies.

Translation

Ψ

V	
A	
K	✓

- getting rid of all the jargon.

How?

This activity is excellent for theories that contain a lot of new key words and jargon that may be unfamiliar to them.

Give students an information sheet on the theory or explanation you wish to teach. Explain to them that they must translate that written explanation for an intelligent 12 year old. So they must consider the language and difficulty of their own translations. This forces students to understand the text before they rewrite it and ensures that they look up key words. Ideally, you would give students a psychology dictionary to aid this task.

A great way of testing this understanding is to test them the next lesson and allow them to use their translations as notes. This will be hard as they will have to remember as many of those key terms as they can. It is not wise to tell them before they do their translations however that they can use them as notes, because they then tend to write them in such a way that makes their test easier the next lesson!

Highlight me!

Ψ

V	✓
A	
K	✓

- a variation of the classic highlighting theme.

How?

This is particularly good activity to use when introducing a new theory. Give students an article which explains the theory you are introducing. Give them a series of tasks which asks them to highlight certain points.

For example, highlight anything in green which mentions observation.
Highlight anything in red which mentions reinforcement.
Highlight anything in yellow which mentions role models.

This activity ensures that students engage with the text and allows you as the teacher to direct their attention towards the most important concepts and key terms.

Case studies

Ψ

V	✓
A	✓
K	✓

- very similar to 'highlight me'!

How?

The activity is extremely similar to highlight me but would typically be used when having already learnt the basis of a theory, or the clinical characteristics of a disorder. For example, give students a magazine article of an interview with a girl with anorexia. Having already gone through the clinical characteristics, ask them to colour code any characteristic they see, with quotes from the article. I have also used this types of activity to highlight faulty information processing examples from case studies having taught the cognitive theory of depression before hand e.g. highlight an example of black and white thinking. E.g. Highlight an example of an arbitrary inference.

Ready Steady Cook!

Ψ

V	
A	
K	✓

- based on the popular TV show.

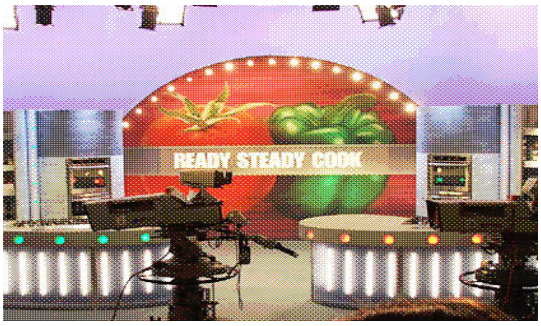
How?

The more effort you put into this activity the better it works. It can be a lot of effort for the teacher but it does make for a fantastic lesson. I used this for a lesson consolidating learning for 'Social Learning Theory' and I'll set out how I did it below. However, the basic framework of the lesson could presumably be tweaked and varied to match differing learning objectives and outcomes.

The class was split into different groups of around 2-3. Each group was given a bag/envelope full of 'ingredients' and on front of that bag was either a red tomato or a green pepper—denoting their class team. The ingredients consisted of an **individual** (I had various laminated cards of fictional people, some very young e.g. babies, some more adolescent to be a bit varied), a **role model** (e.g. elder brother, rap artist, parents etc) and a **prop** (e.g. video game, litter, bag of sweets etc).

Using the ingredients, the groups had to come up with a story of how the **individual** learnt an aggressive behaviour from their **role model**. The **prop** also had to be part of the story at some stage. Students were instructed to come up with a 2 minute presentation of their story which used as many key terms as possible e.g. vicarious reinforcement, direct reinforcement, identification, value, observation etc etc.

The presentations should happen in pairs with a green pepper group presenting with a red tomato group. The class then vote (with their pre-prepared green peppers and red tomatoes, naturally!) as to which story was the most convincing—cue very imaginative stories and a lot of fun!



Revision Cards

Ψ

V	✓
A	
K	✓

- a good way to hoodwink students into answering comprehension questions!

How?

Produce an A4 piece of paper with around 6-8 boxes. In those boxes should be questions related to the topic you are teaching. The students should cut out the 'revision cards' and write the answers on the back of the cards. When they finish they can use the revision cards to test themselves—i.e. looking at the question on the front, answering it in their minds or to a partner, then turning over the revision card and checking the answer.

In a way, this activity is no different to giving them 8 questions to answer based on the pages in the text book you ask them to read. The difference is though, you are also giving them a revision technique, and giving them a bit of cutting out makes it seem less like a 'read p98 and answer these questions' type activity!

I then test my students at the end of the lesson as a plenary, sometimes this is a formal test, other times more informally using a plenary such as the 'Randomizer' - see earlier.

Draw it then teach it!

Ψ

V	✓
A	✓
K	✓

- particularly good for visual learners (if you believe in that sort of thing….!).

How?

This is a very flexible activity which can be done in groups, and can be used to aid learning of studies or theories. It uses the common jigsaw technique where members of the class teach different elements of a particular study or theory.

Give students the written information of a study or theory. For example, there could be 5 different groups, one with the aims, one with procedure, one with findings etc etc. That group must convert the written information into a pictorial form within a certain time frame—say 5 minutes. After that time, they must then teach the information they were given to the rest of the class using only the pictorial version they have produced. This could be done either as a presentation or a round robin activity.

Stickman theories!

Ψ

V	✓
A	✓
K	✓

- a fun way to deconstruct complicated theories.

How?

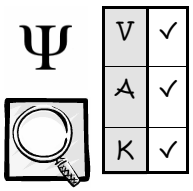
This is similar to the previous activity, but is done on an individual basis. Having used this many times over the previous year, I can testify that this is a useful activity that helps students make sense of the jargon for themselves by applying it to their own examples. You can either use it to teach different parts of 1 theory, or 4 different theories in short.

For example, when teaching ways to resist obedience, I prepared 4 slides, each detailing 4 different ways to resist obedience, complete with explanations and rationale e.g. proxim
Having outlined the first 'way' via the powerpoint slide, students
own within 5 minutes (complete with timer). The rules were that
the explanation must be made clear via speech, thought bubbles, a
5 words!) etc. After that five minutes, I outlined the second 'way'
this. Then the third, then the fourth.

This could work for a whole theory too if it was deconstruct
attachment could be split into critical period, monotropy, continui
time limits depending on how complicated you think their stick man

On the right is an example of one students stickman drawings of th

Colour Coding

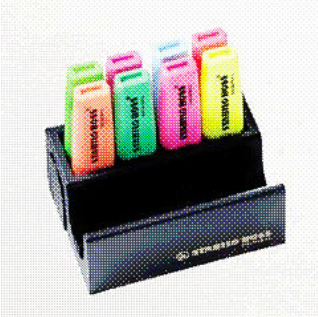


- highlighting AO1 and AO2

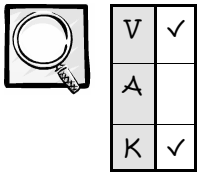
How?

Having outlined a key study, give students sample essays/exam answers from previous years. Get them to highlight the AO1 and AO2 content. This will enable students to consolidate learning of the study and to reinforce the distinctions between the two assessment objectives.

Alternatively, students could write their own exam answers based on the study and highlight their own AO1 and AO2 content for peer review with a partner.



Marketing a study



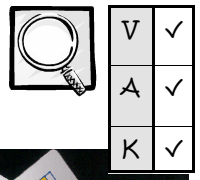
- combining both knowledge and evaluation.

How?

Have students design a leaflet as if they were marketing a particular study in order to bring out its strengths. Make sure they also include information about what the study is about.

Another variation of this task would be to market a key study which also directly criticises a competitive study. For example, they might design a leaflet which highlights the shortfalls of Piaget's study, and so presents a better alternative study.

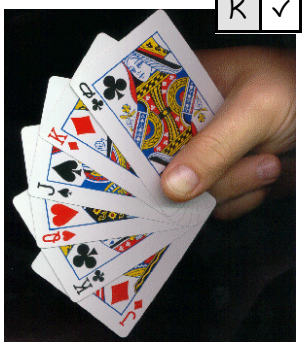
Red and Black



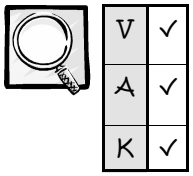
- giving students an area to evaluate.

How?

After outlining a key study, give students each a card from a deck of cards. Students who have been giving black cards must give a complementary evaluation point. Students who are giving red cards must be give negative evaluations.

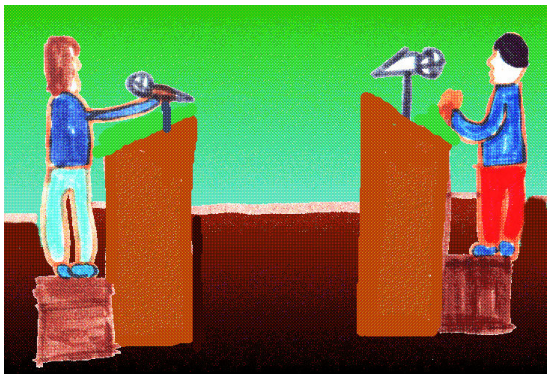


Debates



- this allows for active evaluation; argument, counter argument and justifications.

How?

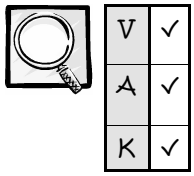


Students are assigned to debate teams, and given a position to defend. Students should be given time to prepare for the debate and to perfect their arguments and prepare for rebuttals.

It is useful to formalise the debate by having a specific order to adhere to. For example, the debate should begin by one team presenting their arguments to support their position. The opposing team is then given the opportunity to rebut the arguments that the other team has given. Then, depending on the time available, the original team can answer these criticisms. There may also be opportunity to open the debate, with the teacher acting as facilitator.

An interesting variation to this would be contextualising the debate within The House of Commons, with one group presenting a bill with relevance to psychology, and another team opposing the bill. For example, a bill introducing the censorship of violence before 9pm (social learning theory). Students must also address each other in accordance with the proper parliamentary rules! "My Right Honourable Friend……."! This also hits lots of Citizenship areas.

Court Cases



- a different take on a debate – particularly good for ethics.

How?

First of all, decide upon an appropriate case. For example, "Was Freud guilty of crimes towards psychology?", or "Were Zimbardo's methods of psychological study unjustified?". The key here is to frame the questions so the students can either argue for guilty or not-guilty positions.

The beauty of this activity is that students can take on different roles, according to what they are comfortable with and what skills they have. Depending on class numbers, you will need: A prosecution team, a defence team, expert witnesses (e.g. the defendants, opposing psychologists) and a jury. To keep things formal, the teacher should act as the judge. The prosecution and defence team must research and plan their cases, and the expert witnesses must also research their roles in order to assume their characters. During the trial, the jury must make notes and come to an individual reasoned decision based on the arguments. The jury decision will be made by vote. In order that the jury can take as much from this exercise, they must individually produce a report on the trial and explain their verdict (as an assignment after the trial).

Broken Pieces

V	✓
A	✓
K	✓

- another way of talking through issues, but giving students an easier way in.

How?

Arrange the classroom so that the students are sat in a circle. Each student is given a key piece of information – in the form of an evaluative comment or argument. One student has the responsibility of doing the writing, and students must not physically show their pieces to anyone else. Then give students a question such as, "Can television make children more violent"? The aim is to come to a reasonable conclusion given all the positions round the table. You could also announce a deadline to give a sense of urgency.

Balloon Ride

V	✓
A	✓
K	✓

- who/what is the most important?

How?

Split the class into smaller groups and pose the classic problem: Four (or another number) psychologists are in a hot air balloon which is too heavy and falling rapidly. In order for three of them to survive, one must be thrown overboard. Who would you choose? Students must make a decision and then justify it to the class.

The psychologists could be chosen according to their theories/experiments on a certain topic, especially if they are conflicting.

Psychology Room 101

V	✓
A	✓
K	✓

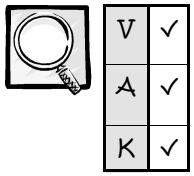
- based on the popular TV show.

How?

This activity could be done at the end of a topic. In small groups, students must choose one psychologist/study/theory to throw into Room 101 and explain their reasons. The teacher and/or class must decide whether their reasons are justified. This facilitates debate and evaluation.

If time permits, students could also make the object that represents the psychologist/study/theory which eventually gets thrown into Room 101 which could make the event more memorable for revision.

Top 5/10 Lists

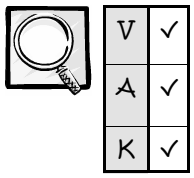


- reflecting on the most important studies in Psychology.

How?

This could be done at the end of a topic within small groups. Put simply, students must compile a top 5/10 list of the most important studies/theories on that particular topic. They must present their list, and their justifications back to class.

Scales – Weight of Evidence

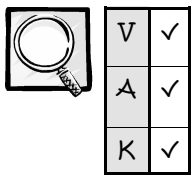


- a visual representation of competing evidence and competing theories.

How?

Depending on facilities, and scales available, this could either be done in small groups or as a whole class activity. The mechanics of how this works will depend on the type of scales being used etc. However, the basic idea is that the students must decide how much weight to apply to each particular piece of evidence toward a stance on a two-sided argument e.g. nature v nurture. Given all the evidence, and the weights applied to each on both sides, students can see visually which side of the argument is more convincing.

Snowballing

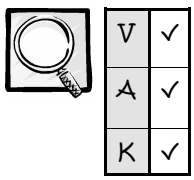


- excellent way for students to learn of each other.

How?

Having just taught a study or theory, give students two minutes to write three evaluative points (this works well when you display a timer on the interactive whiteboard). After these two minutes, ask them to turn to a partner and share what they have and write down anything new, they have just 1 minute for this. Lastly, as that pair, they are to join with another pair and have a further minute to write down any new evaluative points they have learnt.

Evaluation Exercise

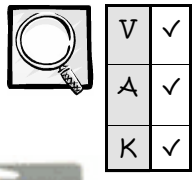


- using those another classic post-it note technique!

How?

This activity is best used at the end of a section of information or research which they are required to evaluate. Students should be given four post-it notes each. On these, they should write a separate evaluation point on each. These evaluation points are then stuck onto the board, divided into two halves – strengths and weaknesses. The teacher can then talk through common points made, potential conflicts etc.

Democratic Dots

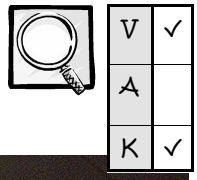


- every student gets a vote!

How?

Place a series of statements around the room on A4 paper, around 6 would be sufficient. Give all students 3 small sticky circles. Ask them to place their sticky circles on the statements which they agree with most. Following the activity, discuss the results with the students and ask them to justify the reasons for their choices.

On the one hand.....

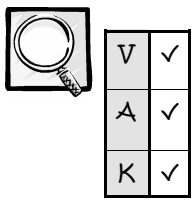


- a variation of APFCC fingers.

How?

Like APFCC fingers, students have to draw round their own hands onto a piece of paper. They should draw two hands, with the titles "On the one hand"... "On the other hand". Within both hands they must state the arguments for two competing theories/judgements. This is a nice way to represent a two-sided argument such as nature v nurture.

Psychology Room 101



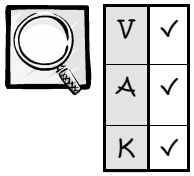
- based on the popular TV show.

How?

This activity could be done at the end of a topic. In small groups, students must choose one psychologist/study/theory to throw into Room 101 and explain their reasons. The teacher and/or class must decide whether their reasons are justified. This facilitates debate and evaluation.

If time permits, students could also make the object that represents the psychologist/study/theory which eventually gets thrown into Room 101 which could make the event more memorable for revision.

Cheques



- what is the value of that point?

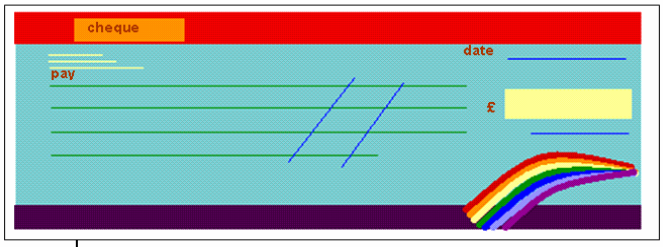
How?

You could use this idea in a variety of ways.

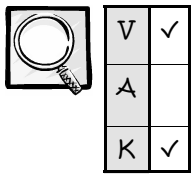
Ask students to take time to read each others work, or evaluation points of a theory/study, therapy. Then they have to decide whose work/which evaluation point is the most impressive and award them a cheque up to the value of £100.

On the back of the cheque they should justify why they decided to buy their work.

You can also add up the money given to each piece or work/evaluation point to determine which was the best, and discuss what made that work/evaluation point so good.



Evaluation graphs



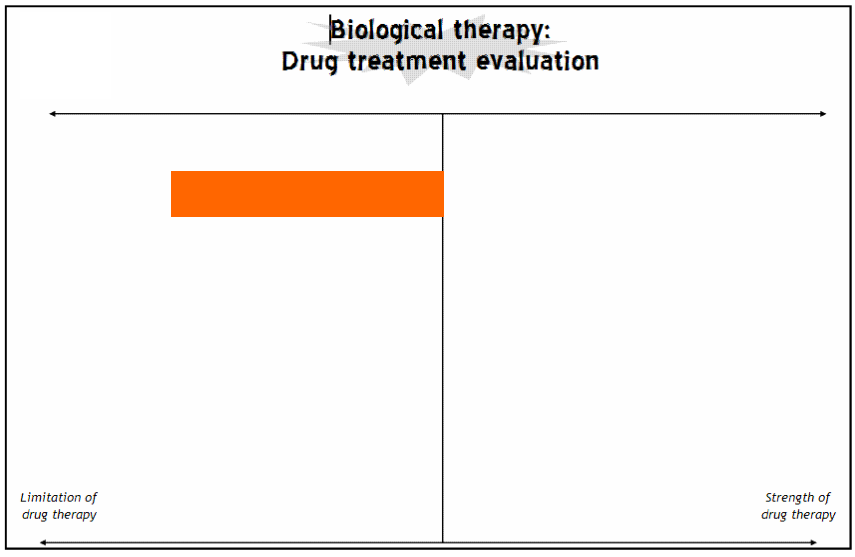
- a visual way of representing evaluation points.

How?

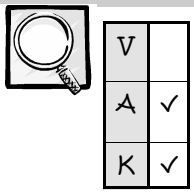
Either give students a series of evaluation points to read, or ask them to come up with their own.

Then ask them to produce an evaluation graph (e.g. on right). They should draw a 'bar' for each evaluation point indicating how far the think it is a strength or weakness of the study/theory/therapy. So a bar which stretches far the left the left would indicate a strong weakness for example.

You could also ask the students to write a summary of that evaluation inside or outside of the bar, or a justification of their point of view.



Speed Debating



- like the dating format, but with an evaluation twist!

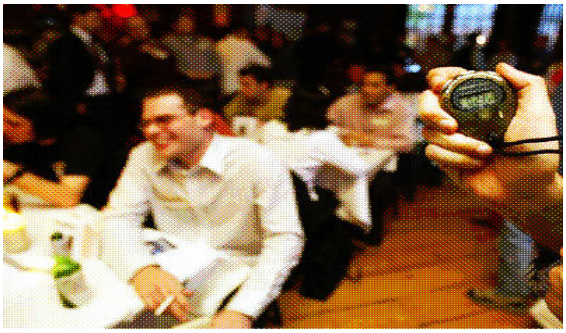
How?

Having never been 'speed dating', the first time I used this activity I got the rotations all wrong, with students debating with the same people more than once! So it may need some thought before the start of the lesson.

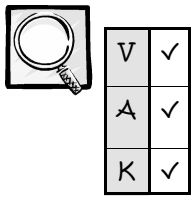
The idea with this activity is that students rotate around and end up debating with different students. At each point where they rotate, you should set up a question for them to discuss. For example, Can aggression be learnt through observing models in the media. Do you think desensitization can explain some acts of aggression? Do you think the media justifies and glorifies aggression—can this cause acts of aggression? Etc.

Set a time limit for these questions to be discussed, I set around three minutes. I also ask students to take a mini whiteboard with them to record their discussions.

At the end of the speed-debating, they must choose their best 'date' according to the point they heard which was the most t hough-provoking—preferably one they have not heard before and would use as an evaluative point in an exam.



Moving into the venn...

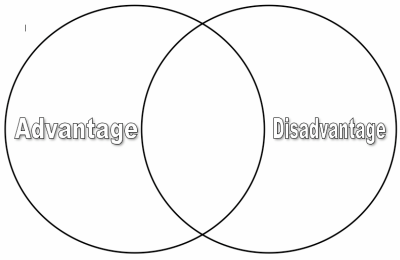


- a interactive evaluation idea from the clever people at psychblog.co.uk!

How?

This could be used to summarise numerous studies (and was originally designed to be used after all the core studies had been taught for the OCR spec.).

The students are given separate sheets with different evaluative issues e.g. ethics, ecological validity, population validity etc. For OCR, this could be the 16 issues. On this sheet, the issue is outlined with some prompts for thinking. Give them a few moments to think about how their issue applies to the study they have just done.



After this, on the whiteboard, display an image of an evaluation venn diagram (see picture). The teacher can then go round the room and get each of the students to describe how their issue applies to the study. The whole class can then decide where they feel the issue should go on the diagram (strength, weakness or a bit-of-both). This is a good way to stimulate class discussion—make sure students have a copy of the venn themselves for their records.

Anti-reading

V	
A	
K	✓

- using their knowledge to turn the tables.

How?

Explain to students that they are going to use all their notes and knowledge on say, conformity, to explain how to produce an individual who DOES conform. They can do this in quite a humorous way such as a recipe. In this example, they would need to think about all the factors that might contribute to conformity, as shown by research, and to to try and create the perfect conditions for conformity to take place. In theory, you could do this with psychological disorders too but you need to think carefully about whether you are trivialising mental health issues.

Elaboration Ladders

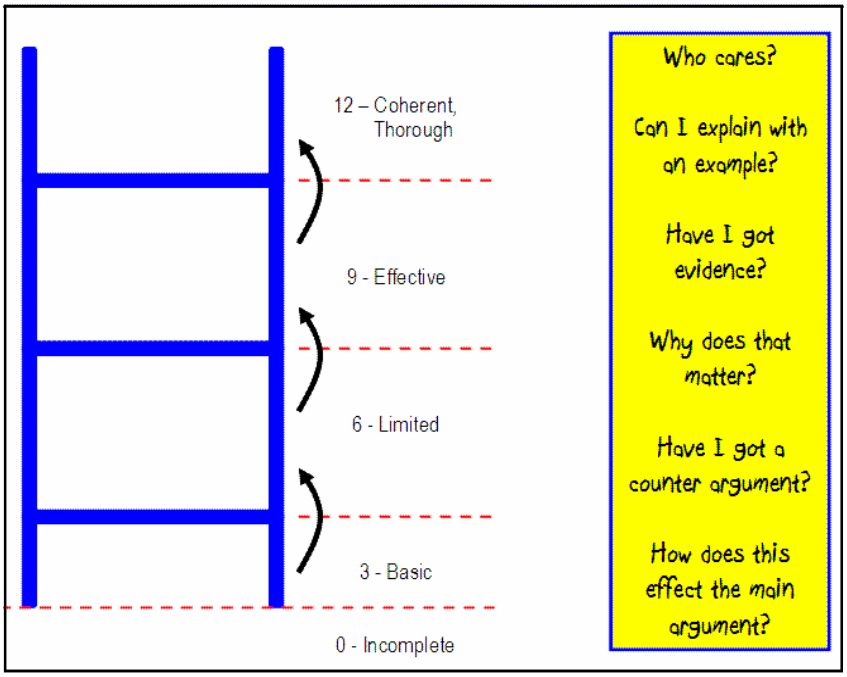
V	✓
A	
K	✓

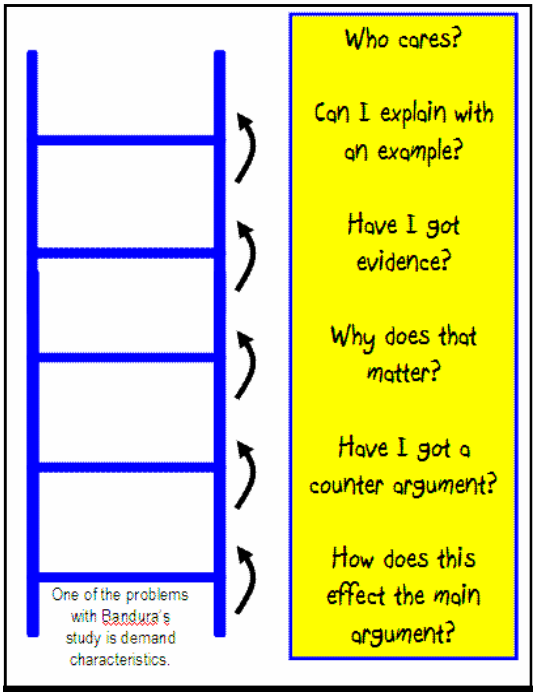
- a visual way to force students into thinking about how to elaborate evaluative comments.

How?

This is a visual way to encourage students to elaborate their evaluative points using the framework below. The 'ladder' on the left is used to show students roughly the idea that the further their evaluations are elaborated the higher their AO2 marks will become—the mark scheme is roughly based on that for AQA.

The 'ladder' on the right is one for them to fill in. Explain to students that the current evaluation would not pick up many marks due to its simplicity. Encourages them to add elaboration using the prompts in the yellow box. For example, "Can I explain with an example?" - students could write an example of how Bandura's study might have had demand characteristics. "Who cares?" - Students could explain why demand characteristics are a bad thing in psychology. "Have I got evidence" - Students could give credibility to their evaluative point by including a research study or another psychologist's criticisms of that study. "Have I got a counter argument" - After explaining the evaluation, is there any reason to think that in this case, demand characteristics were not an issue after all? Etc etc etc.





Burger skills

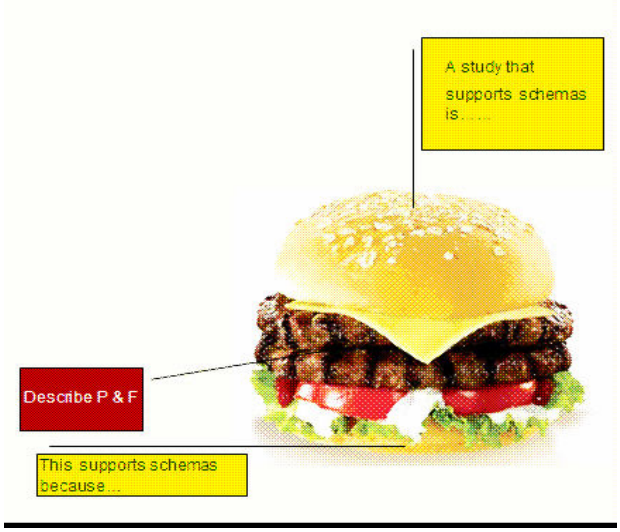
V	✓
A	
K	✓

- a really useful technique for turning studies into AO2 material.

How?

Many students struggle when asked to use research studies to support or undermine a theory. This writing frame gives students a simple technique for turning AO1 content into AO2.

The picture at the side is taken from a PowerPoint slide which could be shown to students at the start of the task. It shows students a lead-in sentence they can use at the start of their paragraphs e.g. "A study that supports schemas is….." In the middle of the burger students must write the relevant details of the study appropriate to the element of the theory they are evaluating. It is important to stress to students here that the whole APFCC is not required—in fact, actively discouraged. Then, the sandwich this study, students need to explain how this supports/undermines the theory. This is obviously the most important part.



You could give students cut out burgers to use, or they could make posters so that the technique really sticks in their minds.

A good revision activity is to give students a burger each, then use the 'randomizer' technique to give each students different studies to use to evaluate a theory/hypothesis from the module you have been studying.

Musical exam answers

V	✓
A	✓
K	✓

- allows students to practice, peer mark, and benefit from other students answers of exam answers.

How?

Arrange students into groups of 3 or 4. Set an exam question which they will have to answer. In each group, set 3-4 exam questions, depending on how many are in the groups. Each individual in the group should be given a different exam question.

Pick a music track will not interfere too much with their concentration (chillout type albums are usually good for this) and explain that they have until the end of the track to write as much on the exam question as they can. Display media player so they can see how much time they have left. At the end of that time, they should pass their answer to the person on their left—then the process happens again except the next person has to continue from where that person left off. Explain to them that they must read what the previous person wrote and correct mistakes if necessary, but then to continue with the answer as best they can. Carry on until every person in the group has contributed to each answer.

This activity means that students are answering different exam questions in timed conditions, seeing how other students answer exam questions, and assessing whether other people's work is correct. You could even get the students to mark the answers at the end.

Exam Questions Rolling Show

V	✓
A	
K	✓

- a good way to finish a topic for revision.

How?

The technique is the same as for the 'Rolling Shows' mentioned in the starter section. The difference being that this time, instead of photos on each slide, you include a different essay question or past paper question on each slide.

The idea of the activity is that you show students a series of essay questions they may have to answer, and to get them to plan those essays within a certain time limit—as they would have to in an exam.

For example, with my students, I included every single past essay question from Developmental Psychology and typed them onto separate slides. I set the rolling show to change slides every two minutes—so students had only two minutes to plan those essays in basic form—such as which AO1 study they would use, and three evaluation points. At first, they were very poor at this task, but having done it 2-3 times, their speed and accuracy became far better which undoubtedly was good preparation for the exam!

Revise then test!

V	✓
A	✓
K	✓

- train your students to be more independent!

How?

This lesson has a very simple structure. Give students the notes for the lesson and the ideas/concepts that you wish them to learn. You may wish to go through this on a PowerPoint before hand. Following this, ask your students to revise this content using various methods. You could put a series of revision techniques in a hat (e.g. poems, mindmaps, locus of control, repetition /rehearsal, testing each other) and ask groups to pick one out—they have to use that method.

Afterwards give them an exam style question to test their knowledge and understanding.

Brief summaries

V	✓
A	
K	

- force your students to summarise the information

How?

Give students smallish pictures of 'briefs' on A4 paper (4 on each sheet I'd say is about right), then give them a series of evaluation points, therapies, studies etc in note form that you want them to summarise, Ensure that the information you give them could not be copied into the 'briefs' so that they have to select the most important and relevant material.

Manipulables

V	✓
A	
K	✓

- another great idea stolen from the great people at psychlotron!

How?

This involves giving students a grid of key terms/studies/therapies etc related to one of the topics you have been teaching. See right for an example.

Give students an A3 piece of paper and ask them to produce a concept map where they organise the ideas on paper into topics, subtopics etc. You can also encourage them to draw links between different sections.

You could then show them exam-style questions and ask them to identify areas of the concept map that are relevant.

Double-bind	Expressed emotion	Schemas not activated with new sensory information	Problems with attention
Regression to pre-ego state	40% MZ v 11% DZ	8x higher in adoptive relatives	5-HTT (short-short)
Low Norepinephrine	High cortisol	Regression to oral stage	Likened to mourning and grief
Selective thinking	Arbitrary inferences	13% MZ v 8% DZ	Flight v fight
Seligman's dogs	Learnt helplessness	Abramson revision: Depressive attribution style	Beck's cognitive triad
GABA	Some people extremely sensitive to external environment	Displacement defence mechanism	Symbolic link between conscious and unconscious
Classical conditioning	Positive reinforcement e.g attention	Negative reinforcement e.g. avoidance = reduced anxiert	Social learning theory

Using Cartoons

V	✓
A	
K	✓

- light and entertaining activity (taken from a previous version of the 'Teacher's Companion' AQA (A)

How?

Research like that of Asch, Crutchfield or Moscovici can get very confusing for students over time, as they try to keep track of the varying stimulus material, majorities, minorities, confederates, dissenters and experimenters. I always find it best to draw the varying conditions on the board, even if I only use stick men. Little speech bubbles can be added and I do genuinely find that it helps the students remember the material.

Get a big compilation book of cartoons. Books of newspaper cartoons like 'Peanuts' or 'Calvin and Hobbes' work best, as they contain hundreds of images of the same people, drawn at about the same size, wearing the same clothes in each frame. Photocopy lots of different figures and then cut out and stick them onto a sheet of A3 paper. This is time consuming but you only have to do it once.

Photocopy this A3 'resource sheet' and distribute to students. Ask them to cut out figures and stick on paper, and then they have to add speech bubbles of their own. This works well with two characters where they have to debate a particular issue, with each figure holding a viewpoint and the argument alternating between the two viewpoints, so that you end up with something like 'Calvin and Hobbes debate the ethics of Milgram's research', with one character presenting the criticisms and the other presenting counterpoints. This really helps the students to produce balanced argument, discussion and debate, rather than rote learn AO2 points.

One you've got the sheets, you only have to rustle up scissors and glue anytime you want to us the exercise. (In my experience groups like the exercise so long as they are only ever asked to do it once or twice. The results look great if photocopied onto coloured card and it is guaranteed that other staff will ask to photocopy your mastersheet.

Triplets

V	✓
A	
K	✓

- good for using and making sense of key words

How?

Show/give students a grid of 9 key words/phrases.

Then show them 3 categories that those words/phrases belong to (3 x 3). For example, you could include words like compliance, fear of rejection, public not private—which all belong the category 'normative social influence'. Mix the words up so it is not obvious which word/phrases belong to which category.

Following this, ask students to write sentences that link together these words/phrases in a way which makes sense.

Compliance	Legitimate authority	Public but NOT private
Agentic shift	Internalisation	Wanting to be accepted
Wanting to be liked	Public and private	Obedience

Cut it out

V	✓
A	
K	✓

- summary technique for students

How?

Give students a text extract which you want them to read.

This task requires students to consider the most valuable points in the information and use these to reduce the passage down to a 100 word summary. This can be taken further by reducing again to 50 words to form a neat revision sound bite. If daunted by writing only a 100 words students could initially work in pairs highlighting the words and phrases feel must be included in their answer.

Build it up

V	✓
A	
K	✓

- summary technique for students

How?

Should you feel students struggle with the cut it out activity build it up works in the opposite direction. They begin with a small summary of a topic (e.g. 50 words). Then, they must develop this into a more detailed outline—firstly to 100 words, then to 200 words. They could use the internet and text books in order to complete this activity.

Dragon's Den

V	✓
A	✓
K	✓

- especially good for applications of Psychology.

How?

Give students a brief. For example, "Create a therapy proposal to remove Cynthia's phobia of wind". On the brief, include clues and ideas as well as an idea of how the Dragon's will assess their proposal. Students should work in groups to complete this task and then make a presentation to the Dragons (teachers or volunteer students).

Depending on the time allocated for this task, they could go away and make PowerPoint presentations etc. Students should be made well aware that they will be required to have answers ready for an interrogation of their proposals. When this interrogation occurs, it is important to address questions directly to particular group members so that the higher ability students to not dominate. Students could also peer review their classmates.

Perspective Chair Labels

V	✓
A	✓
K	✓

- especially good for A02 skills, applications and synoptic modules.

How?

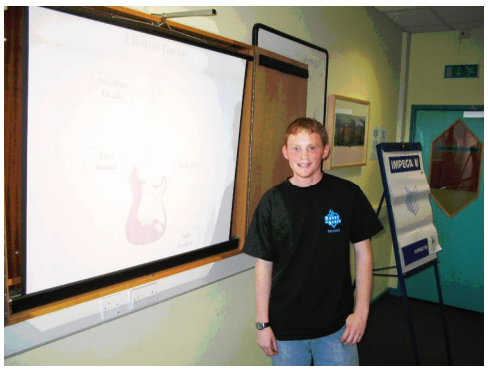
Set out seats at the front of the class with a perspective label on each. Give students a case study (silly works well!) which you may wish to model on previous exam questions. Students then have to read out their case study, and sit in each seat explaining it from that perspective. This could be done individually or as small groups.

Research, Presentation, Review.

V	✓
A	✓
K	✓

- does exactly what it says on the tin!

How?



This is an activity which promotes independent learning. Essentially, you give students some kind of research brief with good guidance on aspects to research. You can give all students the same brief or different briefs. Equally, this could either be done individually or as groups depending on class time and class size. After completing their research, students must make a short presentation, teaching their fellow class mates. Students peer review these presentations using guidelines such as "Wow factor", "Clarity", "Body Language" etc.

Talk for two minutes on.....

V	
A	✓
K	✓

- making sure they are taking in their learning!

How?

Give students a period of time to research a particular topic with the goal of being able to talk about that topic for at least 2 minutes. Have students sit at the front with a timer behind them when they talk about the topic. You could also have a leader board to include a competitive element. Who can talk for the longest?!

Jazzing it up.....

V	✓
A	
K	✓

- just a way for students to take more pride in their work.

How?

This isn't an activity as such, but would follow on nicely from work such as "reading highlights". Basically, give students two sheets of different coloured paper. With one colour, they should cut out the title of the work – something snappy works well. For example, in Sociology, PO-MO might be used for post-modernism. They then stick this title on the other coloured sheet. Beneath or at the side of this coloured title, they copy up the considered notes which they have made.

Venn Diagrams

V	✓
A	✓
K	✓

- would work well with synoptic topics especially.

How?

This activity involves pairs of students sorting key terms/evaluation points/psychologists/etc into areas within a venn diagram. This venn diagram could include 2-5 concentric circles depending on the topic you wish them to consider. The circles would represent categories you choose, according to the skills you wish them to develop – AO1 or AO2. The activity could either be paper based, a cutting/sticking exercise, or using physical venn diagrams and moving around cards.

Video Reports

V	✓
A	✓
K	✓

- there are hundreds of films/videos with awesome psychological content.

How?

Have students watch a film or documentary – you may wish to use a specific clip to save on time. Rather than merely watch the video, the students can make notes on the video as they watch it and submit a report as an assignment. Clearly, the teacher's role would be to signpost links and provide a specific brief for the report and/or a stimulatory question. It may also be useful to give students a film pack, complete with film synopsis, background and psychological theories and provoking questions which they may wish to consider.

Exploded Essays

V	✓
A	
K	✓

- also great for revision.

How?

Split an example essay up into different evaluative points onto a page (or two pages if necessary). Ask students to read all those points. Then ask them to identify which of those points are made in support, and those which criticise the topic of the essay. Then, students should sort the points into a logical flow, that is, sort them into an essay structure which they feel flows freely and logically. Lastly, the students must write that essay. This activity could easily be adapted as a cutting and sticking exercise, but the act of writing the essay (rather than sticking it together) really helps them to internalise the content.

Sign Posts

V	✓
A	
K	✓

- this helps students with their literacy, writing and exam technique competencies.

How?

One of the skills students must develop is the ability to use key words and phrases which shows that they are using the material effectively – these might be referred to as signposts. It is extremely useful to give students a handout which exemplar phrases which they can use, also leave a space where they can add new phrases which they encounter. An activity to encourage their use is to give students a past paper answer and highlight the signposts. Alternatively, they can write their own passage and highlight the signposts retrospectively. Then, have them rewrite the passage without signposts so that they can see their progression.

Word Games

V	✓
A	✓
K	

- thinking about language.

How?

This follows on from the previous activity. Ask students to think of five ways to criticise something – a theory or psychological study. Then share their ideas and build a "signpost" bank together. This can be repeated with looking at strengths.

Empty Essays

V	✓
A	✓
K	✓

- be careful to explain the purpose and value in this activity to students.

How?

Set questions which enable students to plan and write essays with structure, description and evaluation, but without the burden of psychological knowledge. For example, "Assess the role of lack of medical provision in the death of Humpty Dumpty".

Zone of relevance

V	✓
A	✓
K	✓

- asks pupils to prioritise ideas and information.

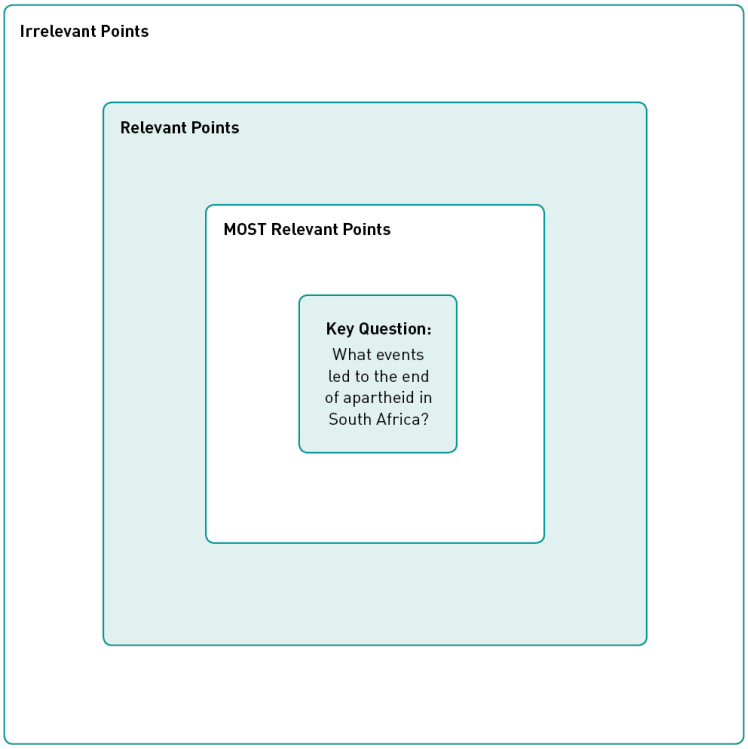
How?

This activity could be done in groups or pairs. Each group is given a set of cards with words, phrases or pictures which relate to a key question, or essay title.

Each group is also given the Zone of Relevance template (see image for example) with the key question/essay title in the centre.

Pupils work through the cards, deciding whether each one is relevant or irrelevant to the key question/essay title. If they decide that the card is relevant, they must consider the degree of relevance in relation to the question and place it at an appropriate place within the Zone of Relevance.

Groups then give feedback on their decisions, justifying their choices if they happen to contrast with the decisions of another group.



Five questions

V	✓
A	✓
K	✓

- allows pupils to explore issues in more depth.

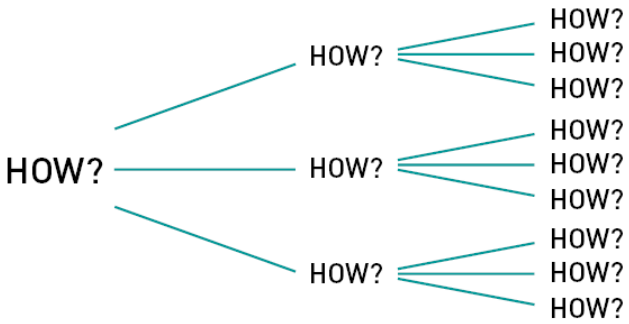
How?

The activity allows pupils to explore issues in more depth by deconstructing it into smaller chunks.

A large, wide sheet of paper is required and a question then posed to the students using 'How'? Or 'Why?'

Suggestions are then written onto the paper by the student. The teacher then uses the same question word to develop ideas and explore further ideas.

Question example: Why is Milgram's study unethical?



Clustering

V	
A	✓
K	✓

- encourages pupils to seek connections and links between statements/facts.

How?

A piece of card with a particular statement of fact is distributed to every pupil—ideally there should be a different statement for every pupil. Pupils read their statement to ensure that they understand its meaning. Pupils then move around and compare their statement with other pupils' cards.

If two pupils decide that there is a link between their statements they form a cluster. Another pupil might join the cluster if their statement is connected to other statements in the cluster. Pupils might decide to break into sub-clusters if they see patterns within the connections—they may even want to give that cluster a name. Then feedback to the group.

Consequence wheel

V	✓
A	✓
K	✓

- encourages pupils to think about the direct and second order consequences of a particular action.

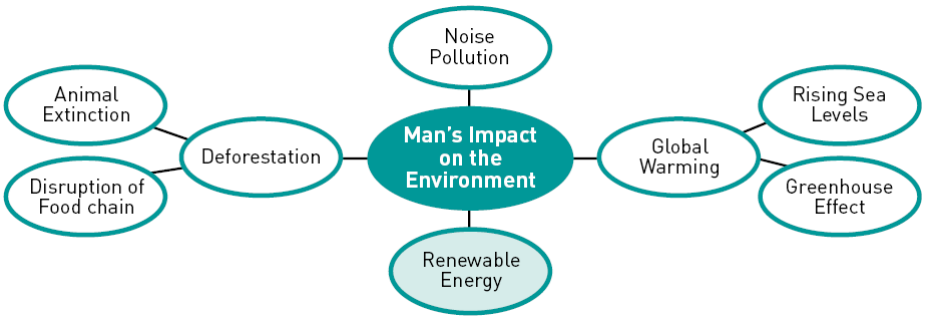
How?

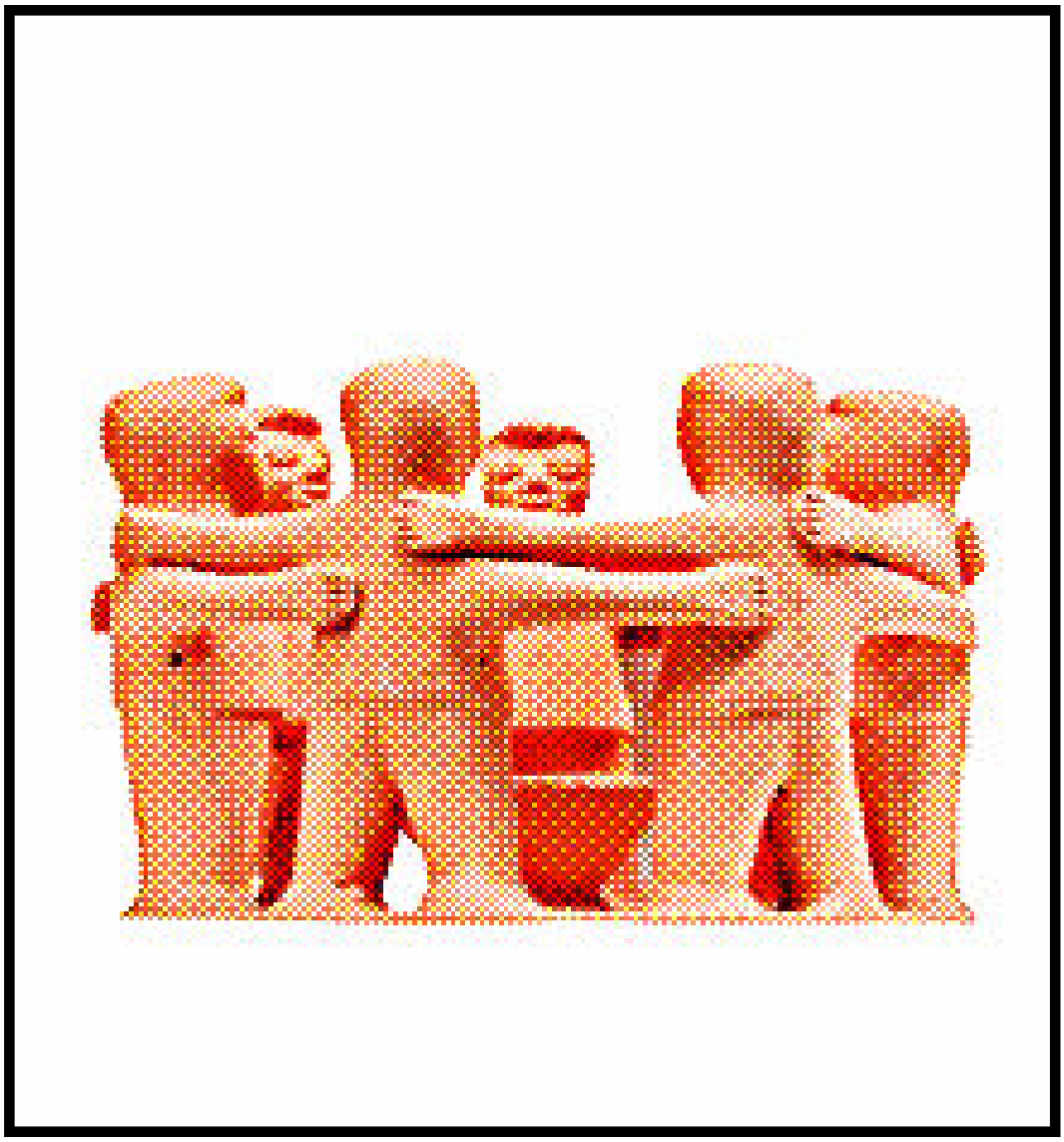
Pupils write the main event or action in a centre circle in the middle of the page (e.g. Milgram's method/ findings).

Pupils write a direct consequence/implication of that event/finding in a circle with a single line. Pupils try to think of as many direct consequences as they the can.

Pupils then consider second order consequences/implications in circles and link with double lines. Third order consequences can then be considered and linked with a triple line etc.

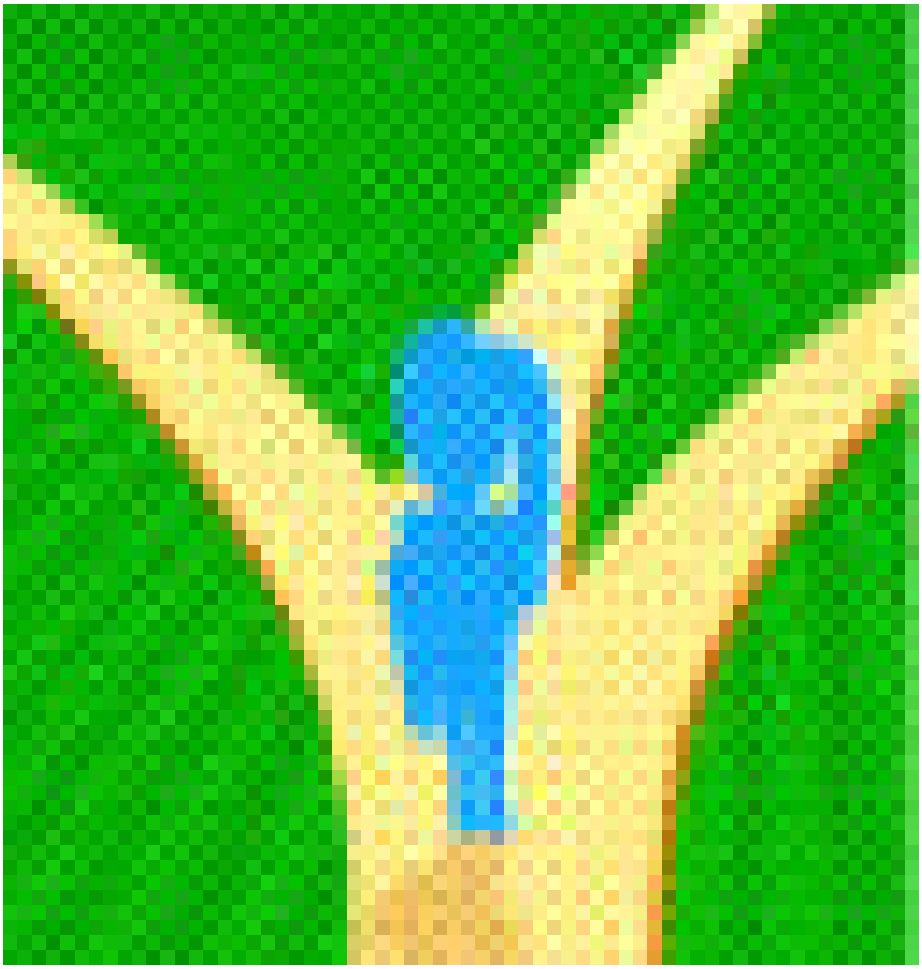
Pupils could also colour circles depending on whether those consequences/implications are positive or negative. Then feedback to the group.





Strategies for Group Work

Self and Peer Assessment Strategies Section



IT'S ALL ABOUT....

-STUDENTS KNOWING WHERE THEY ARE

- STUDENTS KNOWING WHERE THEY ARE GOING

- STUDENTS KNOWING WHAT THEY HAVE TO DO TO GET THERE.

Toolkit contents…

Assessing/Reviewing objectives and/or class tasks.

- Objective Venn diagrams
- Objective podiums
- Create your own objectives
- Bloom's taxonomy stairs
- Cheques
- Post-it advice

Looking at extended writing & essays

- Highlights
- Bubbles assessment
- Deconstruction sheets
- Fold over

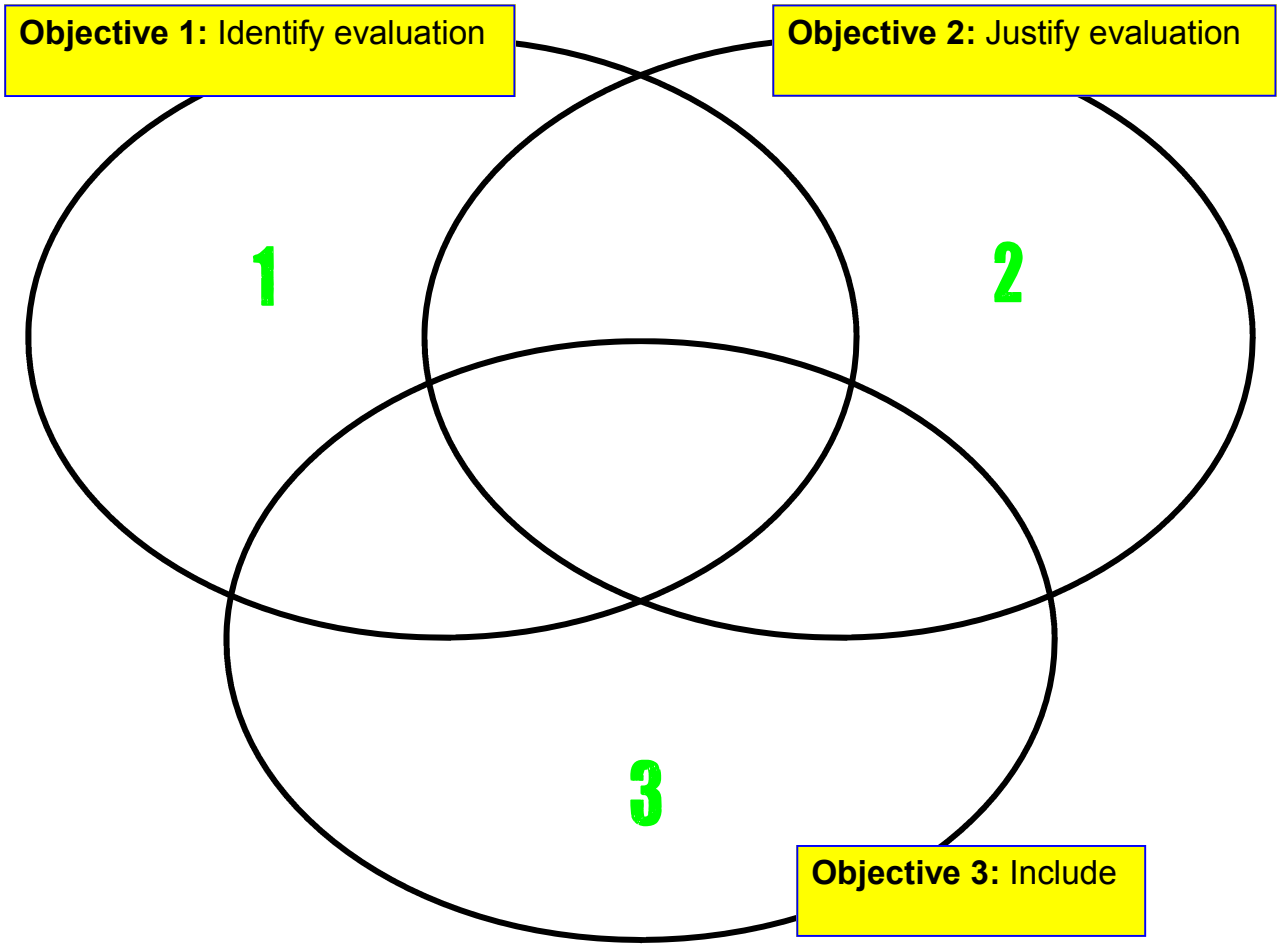
Other ideas

- Jerry Springer
- Anonymous peer review envelopes

Assessing & reviewing objectives, and/or class tasks…

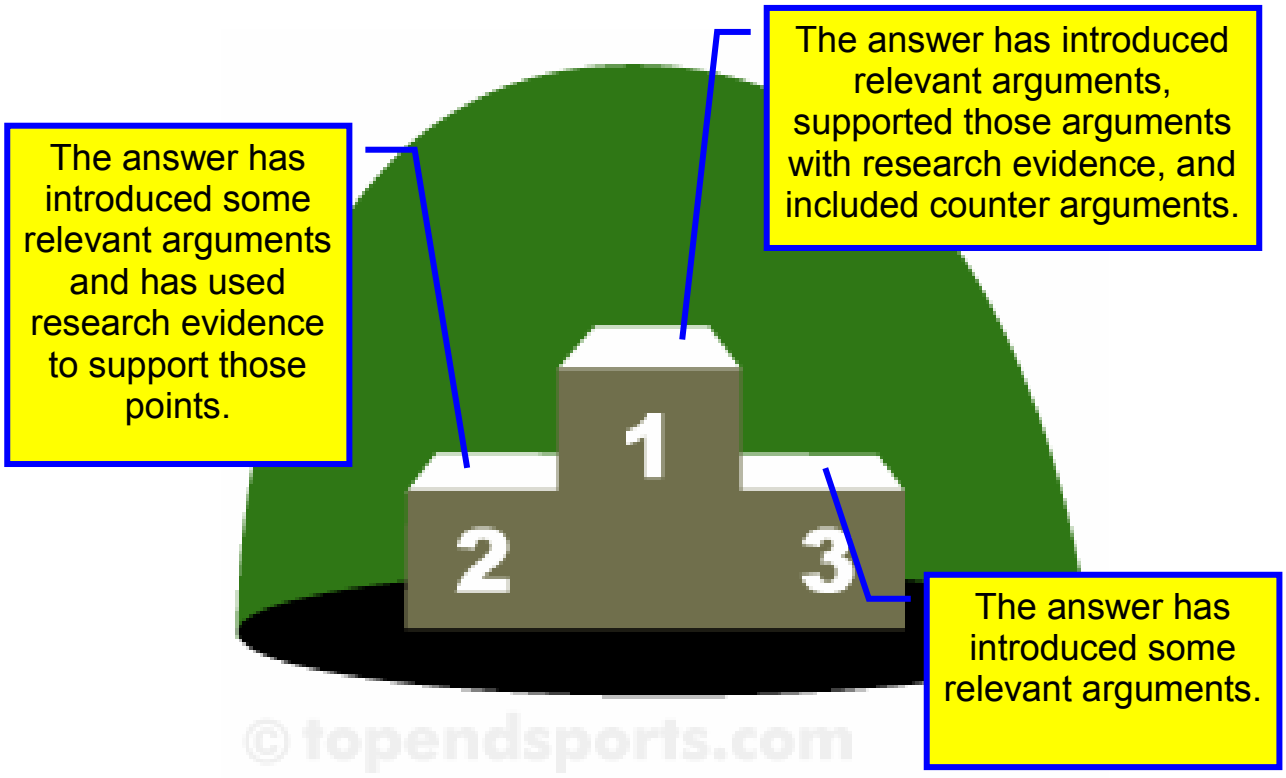
Objective venn diagrams

- Identify three objectives for the lesson or for a class task which you have set.
- Display a venn diagram to your students similar to that below complete with objectives.
- Ask students to consider which of the objectives they feel they have achieved.
- Give them a post-it note and tell them to write their name on it and place it on the venn diagram to show which objectives they feel they have achieved.
- You could ask them to write a justification of their choice on the post-it note also.
- This assessment technique could be used in many ways eg. Review of lesson, review of extended writing, review of cartoon etc etc.



Objective podiums

- This assessment technique is similar to the activity above but in a slightly different format.
- After a class task (e.g. essay, poster, presentation) or lesson, display a podium with clear criteria that shows students what they have to do to achieve well in that particular task.
- Then ask students to place their work (e.g. essay, poster etc) on the podium number which they feel most accurately reflects their work.
- You could do this with post-it notes also.
- Or, if you have time why not build a podium for your students to lay work on (see below).



Create your own objectives

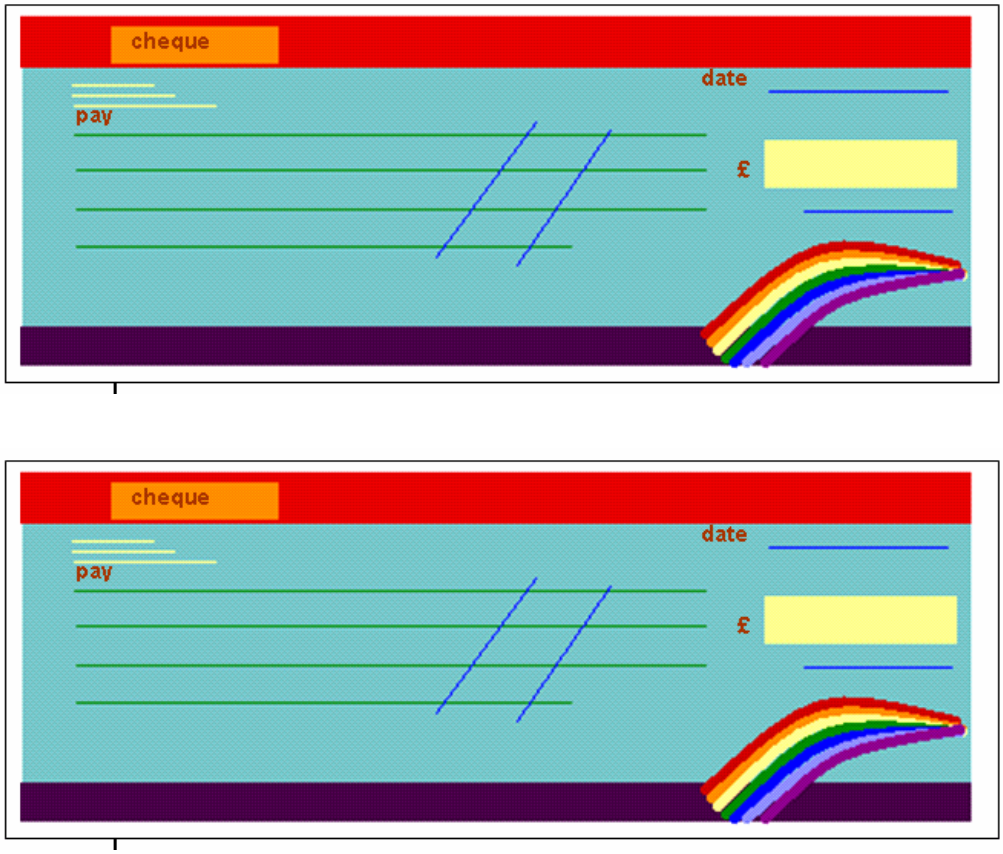
- Instead of imposing objectives for a class task on your students, why not allow them to brainstorm the objectives?
- For example, tell them that they are going to produce a poster on 'views on abortion'. Ask them what they feel would make a good poster and the criteria the class should use to peer/self assess those posters afterwards.

Blooms taxonomy stairs

- You could make your groups fully aware of Bloom's taxonomy in order to encourage differentiation.
- At the end of the lesson, ask your students to write their name on a post-it note and place it on the step they feel they have achieved during the lesson – and justify.
- For example, have they simply understood the work you have done in the lesson? Have the applied their understanding to a new situation? Or have they evaluated the arguments etc.
- Ensure that you have created opportunities in the lesson that enable students to achieve the higher order thinking skills if they are capable.

Cheques

- Students take time to read each others work.
- They then decide whose work they found most impressive and award a cheque up to the value of £100.
- On the back they explain why they have chosen to buy their work for the price they have.



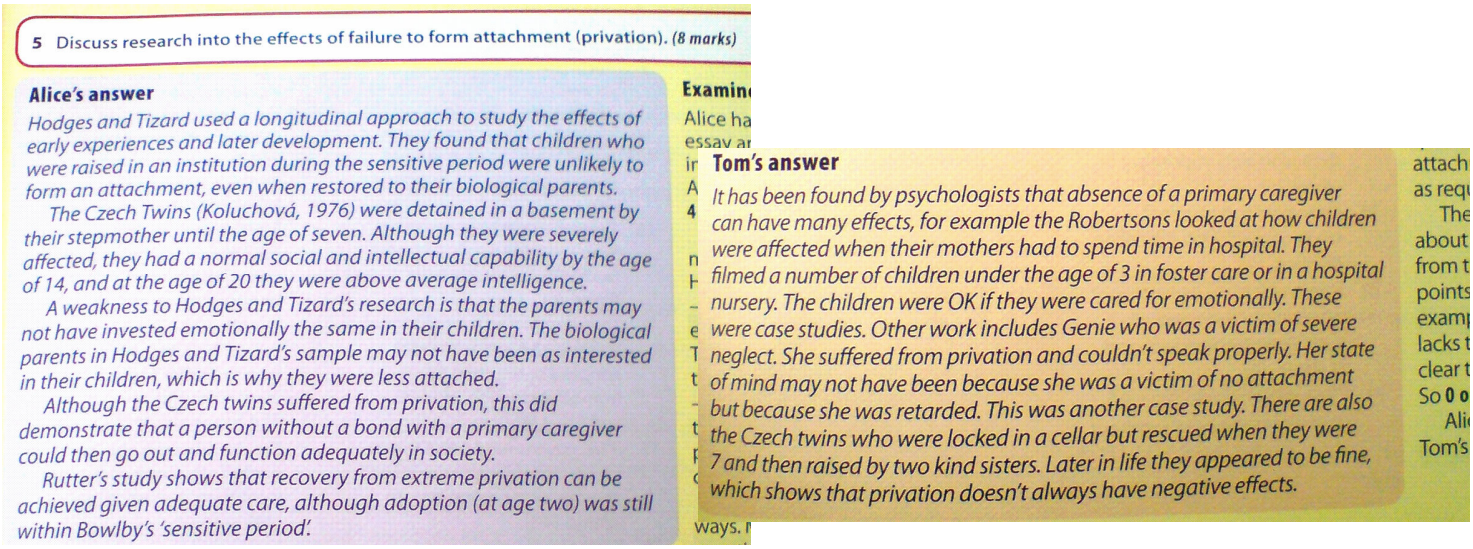
Post-it advice

- Have students complete a task of your choice e.g. poster/cartoon/extended writing etc.
- This works best if you classroom is set up with group tables.
- Then the students rotate around the tables (say 5 minutes at each table) looking at other students pieces of work.
- They use a pink post-it note (or any other colour) to write one thing they think is good about that students piece or work – and then stick it on that piece of work.
- They then use a different coloured post-it to write one way they think it could be improved.

Looking at extended writing & essays…

Highlights

- Asking students to self or peer assess extended pieces of writing is difficult because they generally tend to over mark.
- This is often because little structure has been given to the task, or they have been given a mark scheme but do not fully understand it, or cannot identify the relevant components for each element of the mark scheme.
- On way to help students with this is to give them guidance in deconstructing the essay, so that they can asses it in bitesize chunks.
- How you ask students to deconstruct the essay will depend on your aims and your mark schemes, an example from AS psychology is given below as guidance.



5 Discuss research into the effects of failure to form attachment (privation). *(8 marks)*

Alice's answer

Hodges and Tizard used a longitudinal approach to study the effects of early experiences and later development. They found that children who were raised in an institution during the sensitive period were unlikely to form an attachment, even when restored to their biological parents.

The Czech Twins (Koluchová, 1976) were detained in a basement by their stepmother until the age of seven. Although they were severely affected, they had a normal social and intellectual capability by the age of 14, and at the age of 20 they were above average intelligence.

A weakness to Hodges and Tizard's research is that the parents may not have invested emotionally the same in their children. The biological parents in Hodges and Tizard's sample may not have been as interested in their children, which is why they were less attached.

Although the Czech twins suffered from privation, this did demonstrate that a person without a bond with a primary caregiver could then go out and function adequately in society.

Rutter's study shows that recovery from extreme privation can be achieved given adequate care, although adoption (at age two) was still within Bowlby's 'sensitive period'.

Tom's answer

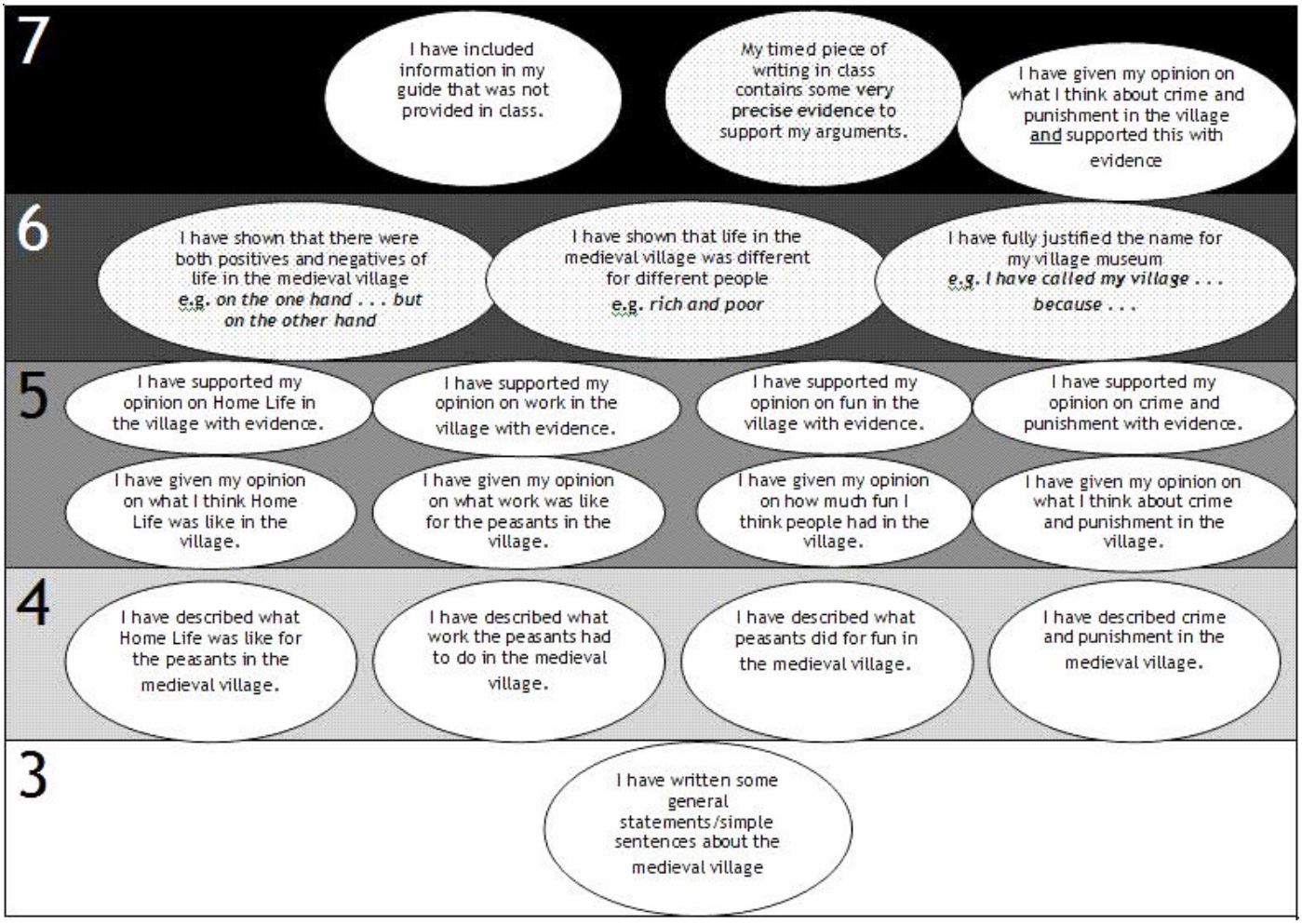
It has been found by psychologists that absence of a primary caregiver can have many effects, for example the Robertsons looked at how children were affected when their mothers had to spend time in hospital. They filmed a number of children under the age of 3 in foster care or in a hospital nursery. The children were OK if they were cared for emotionally. These were case studies. Other work includes Genie who was a victim of severe neglect. She suffered from privation and couldn't speak properly. Her state of mind may not have been because she was a victim of no attachment but because she was retarded. This was another case study. There are also the Czech twins who were locked in a cellar but rescued when they were 7 and then raised by two kind sisters. Later in life they appeared to be fine, which shows that privation doesn't always have negative effects.

Tasks…

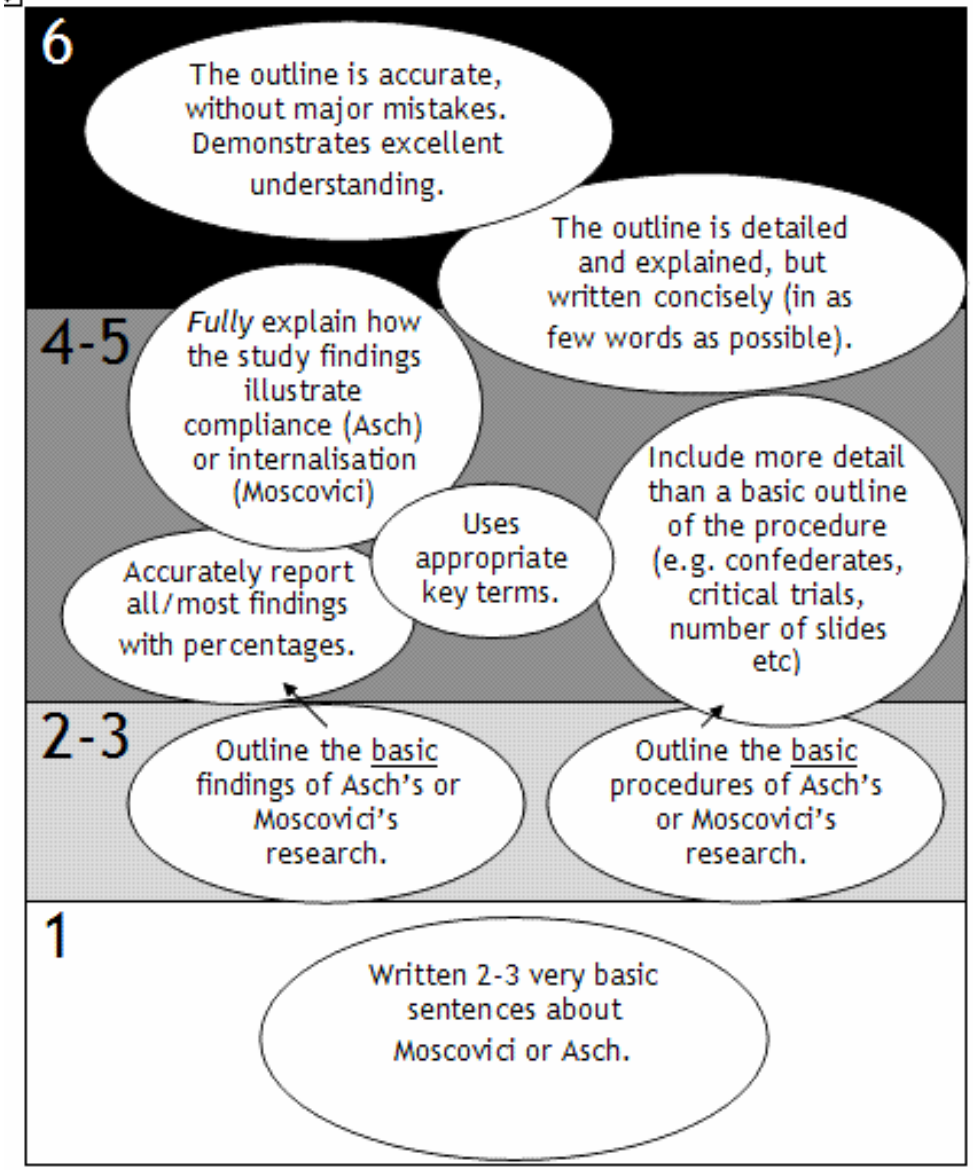
1. Highlight **description/knowledge** of *research into the effects of failure to form attachments* for both essays.
2. Highlight **evaluation/discussion** of *research into the effects of failure to form attachments* for both essays.
3. Underline irrelevant information for '*failure to form attachments*' if there is any *(hint: disruption of attachment is a different topic).*
4. Circle any description of results and conclusions included (most important in a shorter essay to convey what psychologists have learnt about the topic)
5. Mark knowledge/understanding out of 4 (consider detail, accuracy and relevance of work).
6. Mark evaluation/discussion out of 4 (consider effectiveness, elaboration, and expression of ideas).

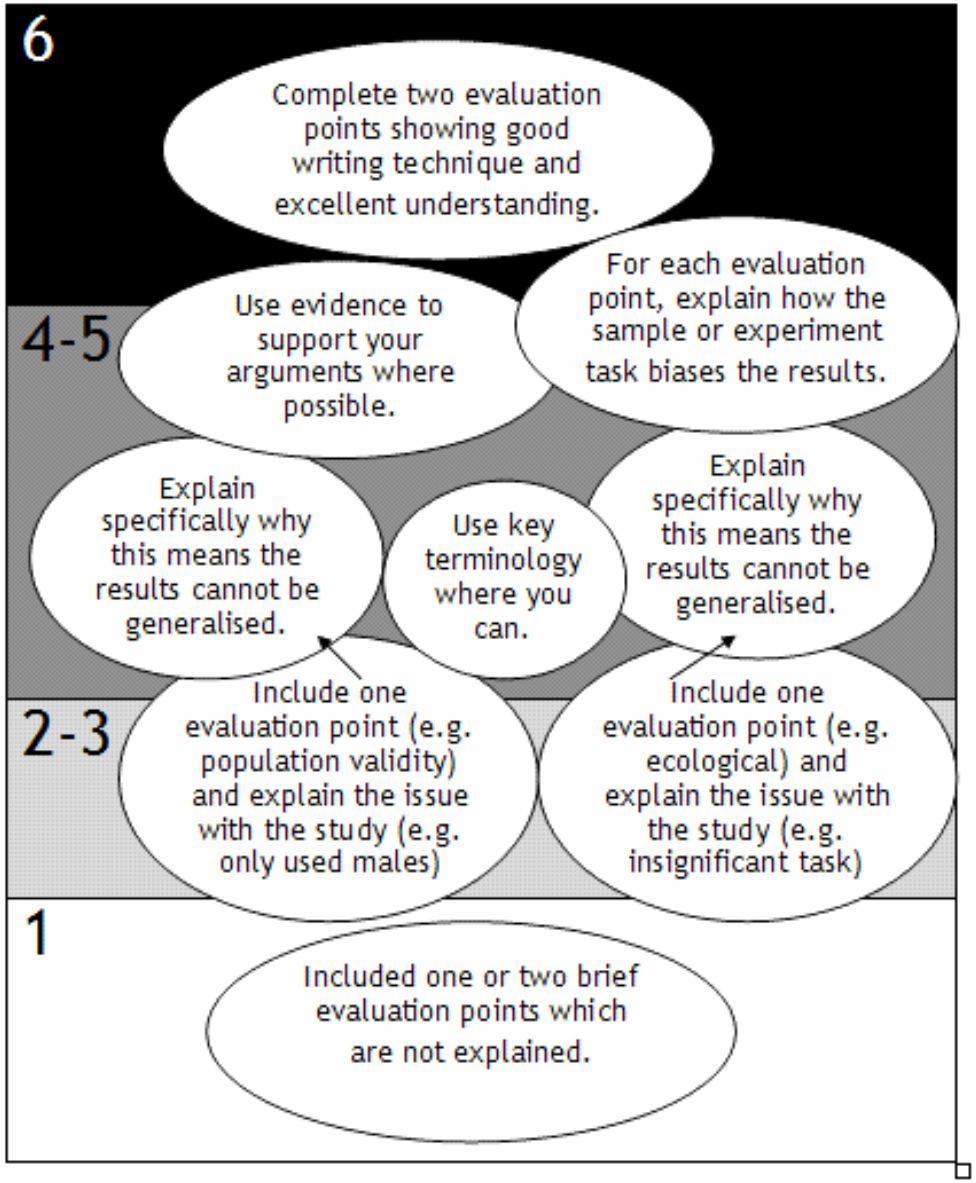
Bubbles assessment

- Using something like a bubbles assessment grid can help students asses their work more accurately.
- The basic tenet of such grids is that the targets identified are *tangible*, as opposed to *generic* statements taken from mark schemes. This helps students to clearly identify the targets they have or have not achieved, and which targets they need to work on in order to improve their level.
- Students should highlight the targets they have achieved to get a rough idea of the level/grade they are achieving.
- Examples are given below (this page – year 7 history, next page – year 12 psychology).
- *(This is a small snapshot of the bubbles assessment procedure, which is actually structure which departments can use to assess their students . It has been used extremely successfully at a school in Peterborough and raised achievement significantly. This assessment technique is currently being piloted in our history department. If you think your department might be interested in embedding this technique in SOWs, please ask Mike Griffin for details).*



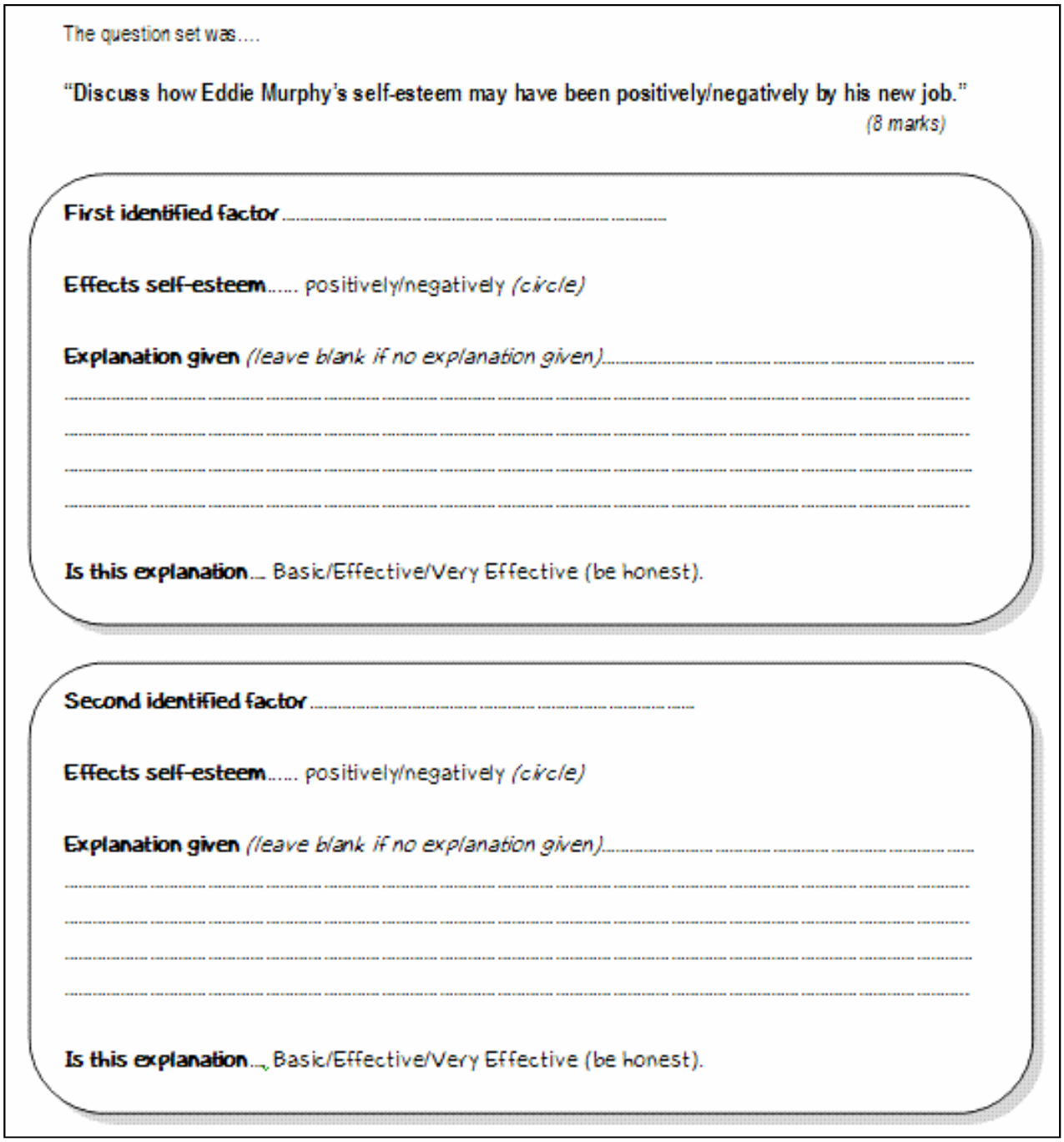
What do I need to do to improve my grade in Psychology? *Outline and evaluate research into one type of conformity (12 marks).*





Deconstruction sheet

- This is another technique your students peer assess other students extended pieces of work.
- The deconstruction sheet would need to be designed with your own mark schemes and specifications in mind, but the basic technique remains the same…
- The idea should be that you create a worksheet that forces your students to consider how the extended pieces of writing addresses the question, and whether it does so effectively.
- It will probably be necessary to look at the answer below to get an idea about how this could work.
- You can also give guidance as to what marks to assign the students' work.
- This one was originally written for Health and Social Care GCSE.



The question set was….

"Discuss how Eddie Murphy's self-esteem may have been positively/negatively by his new job."
(8 marks)

First identified factor ……

Effects self-esteem…… positively/negatively *(circle)*

Explanation given *(leave blank if no explanation given)*……
……
……
……
……

Is this explanation… Basic/Effective/Very Effective (be honest).

Second identified factor ……

Effects self-esteem…… positively/negatively *(circle)*

Explanation given *(leave blank if no explanation given)*……
……
……
……
……

Is this explanation… Basic/Effective/Very Effective (be honest).

Third identified factor.....

Effects self-esteem..... positively/negatively *(circle)*

Explanation given *(leave blank if no explanation given)*.....
.....
.....
.....
.....

Is this explanation... Basic/Effective/Very Effective (be honest).

Fourth identified factor.....

Effects self-esteem..... positively/negatively *(circle)*

Explanation given *(leave blank if no explanation given)*.....
.....
.....
.....
.....

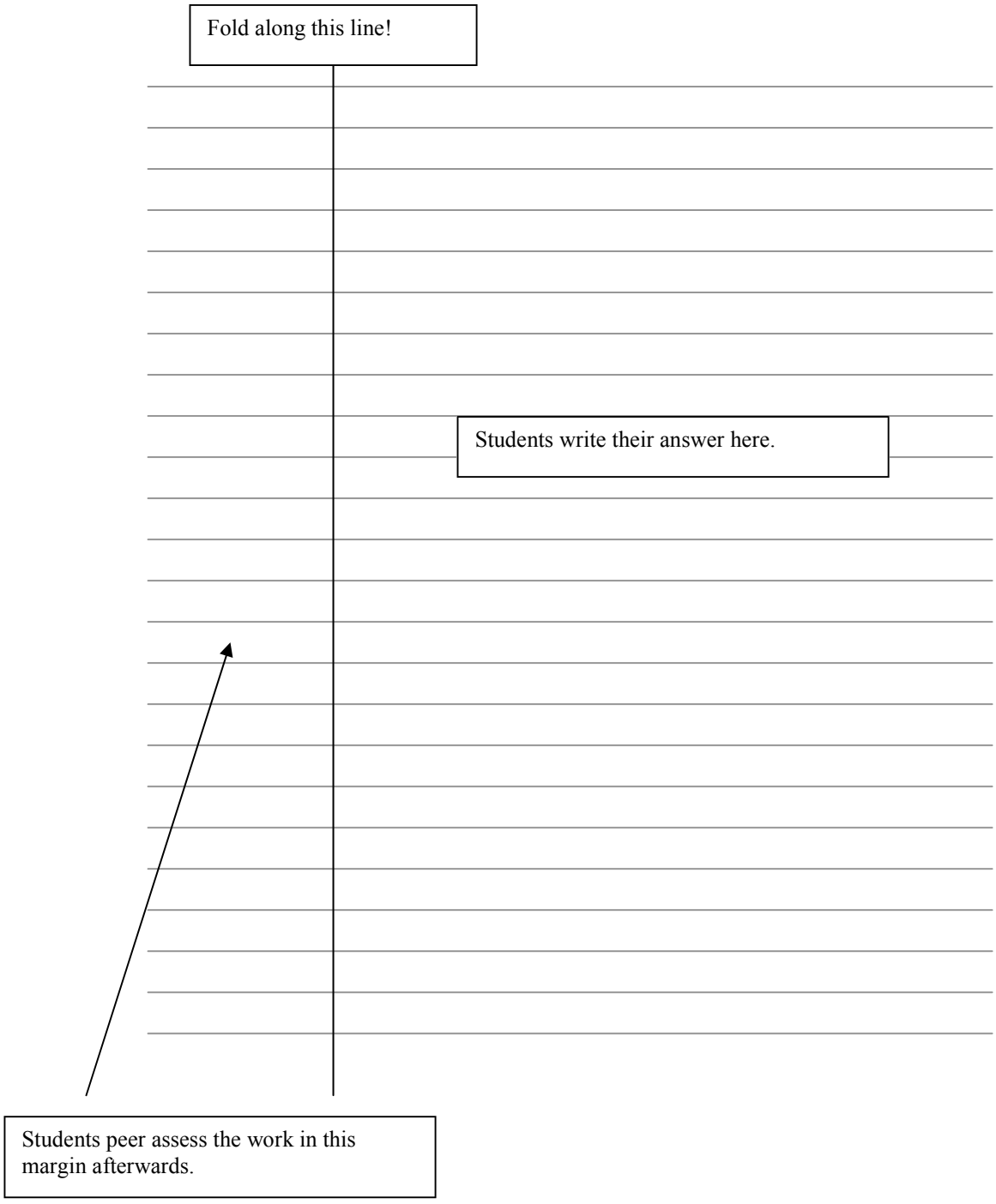
Is this explanation... Basic/Effective/Very Effective (be honest).

Did they have 3-4 factors? Yes/No

Did they identify both positive and negative factors? Yes/No

Fold over

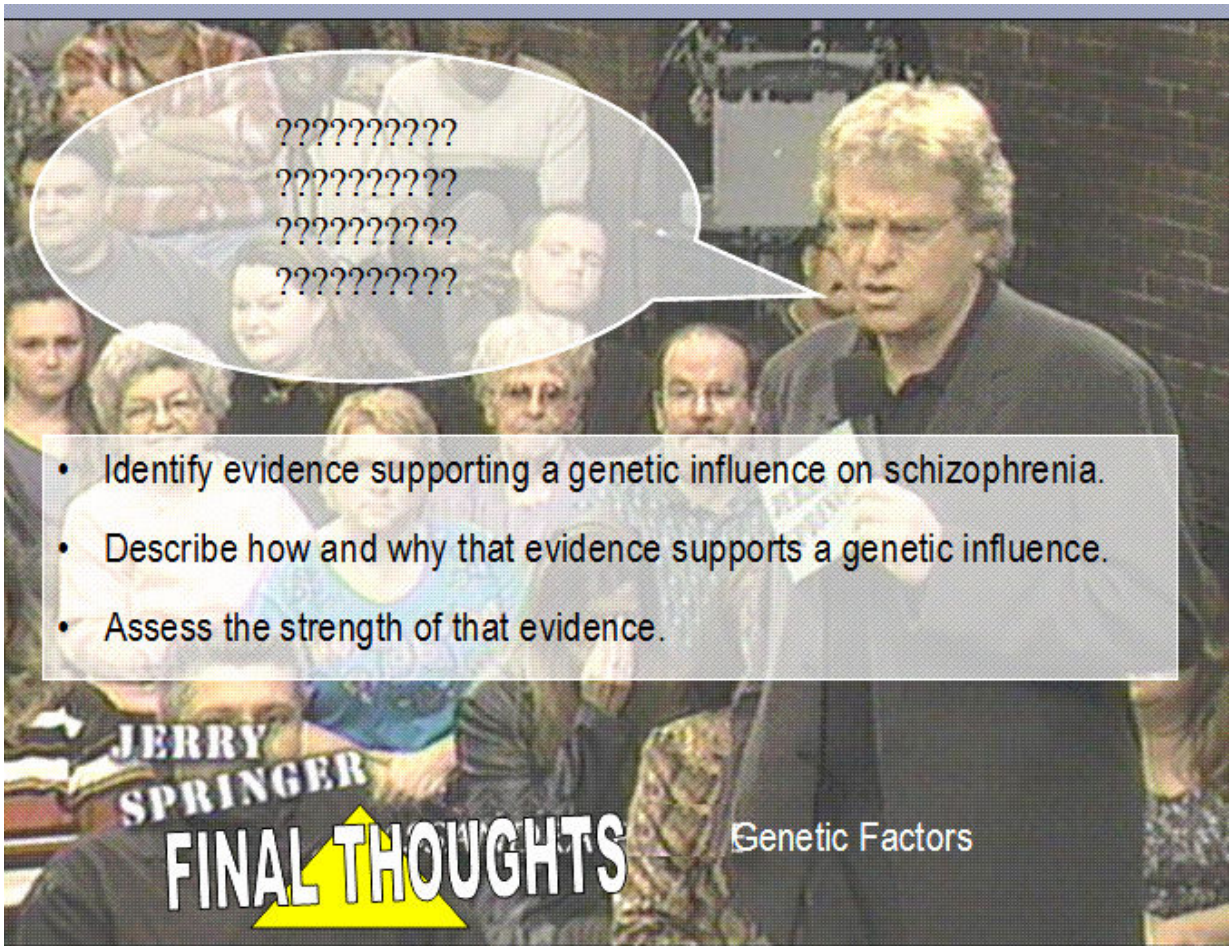
- Ask you students to fold an A4 lined piece of paper as shown below.
- Set your students an essay or extended writing question.
- Students should write their answer on the paper.
- When everyone has finished, brainstorm on the whiteboard with the students what details/arguments should have been included in the answer.
- Then get students to unfold their paper and swap their answers with another student.
- Students should write in the folded area (blank area) which details/arguments the students did not include in their work. Then pass back.
- This should give the student an idea about what they could include next time in order to improve the quality of their work.



Other ideas…

Jerry Springer

- At the end of the Jerry Springer shows, Jerry Springer would also summarise the show with his 'final thoughts'.
- Display the objectives of the lesson (e.g. see below) and ask your students to do the same.
- At the start of the next lesson display some of the summaries that the students wrote and peer assess – what is good about that summary? What have they left out etc etc.



Anonymous peer review envelopes

- This is an idea that can be used with group presentations.
- Whilst a group is giving their presentation, every other member of the class should complete a peer review form like that below (tailored to your aims/objectives).
- At the end of each presentation, the class members place their evaluations anonymously into an envelope which the group members can read at the end of the lesson.]
- Initiate a discussion on what they feel they could do better next time, based on the evaluations of their peers.

What your looking for……	Marks examples…..	Out of….	How many marks do you award?
Speaking Skills - Is this person speaking clearly? - Confidently? - Good Tone? e.g. slowly, good volume, nicely - Can you make out what they are saying?	15 marks: Speaking skills were spot on! 10+ marks: Speaking skills generally good. 5+ marks: Speaking skills ok.	15	
Clarity - Is it clear what they are talking about? - Are they talking at a level you can understand?	10 marks: Clarity was spot on! 7+ marks: Was mostly clear. 3+ marks: Clear in some bits but not others.	10	
Visual Aids - Looking at handouts, presentation slides, posters, pictures, etc. - Are they easy to see/read? - Are they nice to look at?	5 marks: Got visual aids spot on! 3+ marks: Visual aids were generally good. 2+ marks: Visual aids were ok.	5	
Body Language - Are making eye contact with audience? - Is their body language good/confident?	5 marks: Got body language spot on! 4+ marks: Generally good body language. 3+ marks: Body language ok.	10	
'WOW' factor - Is the presentation interesting? - Is the person enthusiastic? - Overall, do you enjoy the presentation?	10 marks: WOW! 7+ marks: Overall good presentation! 4+ marks: Good, but a bit more enthusiasm!	10	
	Totals:	50	

Project Ideas

Movie Library

	Title	Relevance
★	50 First Dates	Memory
★	A Beautiful Mind	Schizophrenia
★	A Clockwork Orange	Conditioning
	Ally McBeal (TV series)	Delusions, Therapy
	Altered States	Sensory Deprivation
	American History X	Racial Stereotypes and Violence
	Analyse This/Analyse That	Therapy
	As Good As It Gets	OCD
★	Awakenings	Brain Disorder
	Beyond Therapy	Therapy (central character is an analyst)
	Boy's Don't Cry	Gender Identity
	Clockwork	Stress
	Conspiracy	Group decision making
★	Cool Hand Luke	Zimbardo
	Cracker	General Interest
	Daddy Daycare	Daycare (cognitive v social development)
★	Das Experiment	Zimbardo
	Falling Down	Environmental Stressors
★	Finding Nemo	Memory Loss
	Football Factory	Deindividuation
	Gathering Storm	Decision Making
	Girl, Interrupted	Mental Illness
	Good Night and Good Luck	McCarthyism
	Good Will Hunting	Reactive Attachment Disorder
	Hotel Rwanda	Obedience, Conformity
	Identity	Schizophrenia
	Insomnia	Biological Rhythms
	K-PAX	Mental illness – or not!
	Lovesick	Therapy (central character is an analyst)
	Marnie	Disorder due to childhood trauma
	Matchstick Men	OCD
★	Matrix/Matrix Reloaded	Free-will V determinism
★	Mean Girls	Indirect Aggression
	Memento	Memory
	Mockingbird Don't Sing	Attachment - Genie
	Natural Born Killers	Media violence
	Nell	Feral child
★	One Flew Over the Cuckoo's Nest	Mental illness, institutionalisation

	Title	Relevance
	Patch Adams	General Interest
	Primal Fear	MPD/DID
	Prime	Therapy (central character is an analyst)
★	Psycho	Mental Illness
	Rain Man	Autism
★	Rebel Without a Cause	Adolescence
★	Shock Corridor	Mental Illness, Criminology
★	Silence of the Lambs	Mental Profiling
	Simon	Sensory Deprivation
★	Spellbound	Dream Interpretations
	Sylvia	Different personas (true story)
	Terminal Man	Conditioning Violent Behaviour
★	The Boston Strangler	Criminology, Schizophrenia
	The Mindbenders	Sensory Deprivation
	The Three Faces of Eve	Split personality (true story)
★	The Virgin Suicides	Youth, Lost Innocence
	This is England	Aggression, Prejudice, Stereotypes, Conformity
★	The Wave	Conformity and Obedience (superb film!)
★	Twelve Angry Men	Minority influence