**Scheme of work**

Great Teacher Further Education College

**Qualification:** AS Level

**Course Code:** PSYB2 Social Psychology, Cognitive Psychology and Individual differences.

**Unit:** Social Influence 3.2.1

**Number & Length of Sessions:**
- 10 * 1 hour sessions (E Block)
- 10 * 1.5 hour sessions (B block)

**Number of Weeks:** 5

**Mode of Study:** Full Time

**Centre:** Millennium

**Year/Group:** Streamed depending on the GCSE results for Maths, Science, English Lang, History and Geography. These subjects have skills which are required for Psychology.

**Aims:**
- To provide an introduction to theoretical and methodological approaches in social psychology.
- To demonstrate ways in which social psychology may be applied to contemporary social and cultural issues.
- To enable students to develop critical and evaluative skills in relation to theory and empirical studies in social psychology.
- To develop an appreciation of how science works in social psychology.

**Every Child Matters:**
1. Be healthy
2. Stay safe
3. Enjoy & achieve
4. Make a positive contribution
5. Achieve economic well-being

**Safeguarding and signposting:**
- Policies followed
- Classroom rules
- Counselling service
- Signposting to external services
- Additional learning support for learning difficulties

**Functional Skills:**
- **English and communication**
  1. Reading and interpreting skills
  2. Speaking, listening and communicating
  3. Written skills
  4. Language (meta)
- **Mathematics and application of number**
  1. Fractions and percentages
- **ICT**
  1. Direction to Moodle VLE

**Equality and Diversity:**
- Religious festival outlined on SOW
- Resources
- Topics discussed
<table>
<thead>
<tr>
<th>Week</th>
<th>Session</th>
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</table>
| 1    | 1       | 16.01.12 | Conformity: Compliance, internalisation, normative social influence and informational social influence. | Card sort activity using workbooks to become familiar with the terms and definitions (small groups)  
Scenario worksheet activity to identify the type of conformity and explain why (small groups)  
Write examples of conformity in workbook  
Answer past exam questions (written)  
Sandwich diagram (P.E.E.) to help structure past exam questions (written)  
Throw ball to facilitate Q and A (verbal) | Workbooks pp. 4–7  
Prezi  
Card sort  
Scenario worksheet  
Sandwich diagram  
Blow up ball | Q and A (verbal)  
Card sort  
Identifying examples of conformity  
Answer past exam question (written)  
Scenario worksheet  
Sandwich diagram  
Directed study | 2, 3, 4, 5 | 1, 2, 3, 4 | -  
World religion day (19.01.12)  
Prezi contains diverse images  
Card sort and Scenario worksheet contain diverse names  
All learning styles catered for |

(Continued overleaf)
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<tbody>
<tr>
<td>2</td>
<td>1, 2, 3, 4</td>
<td>1 Post-it notes contain diverse names</td>
<td>Pebbles in a jar and Asch study</td>
<td>Post-it notes with written definitions and examples are posted around the room. Use to fill in empty table. Peer assess past exam questions set for directed study. Pebbles in a jar. Complete experiment by splitting class into two conditions (A and B). Introduce Asch and show video.</td>
<td>Workbooks pp. 7–15, Prezi, Post-it notes with terms on, Empty table worksheet for terms and definitions (<a href="http://www.youtube.com/watch?v=QcmvbXgmddU&amp;feature=endscreen&amp;NR=1">http://www.youtube.com/watch?v=QcmvbXgmddU&amp;feature=endscreen&amp;NR=1</a>, Sheriff handout)</td>
<td>Q and A (verbal), Completed terms and definitions worksheet, Peer assessment, Answer past exam questions (written), Directed study</td>
<td>1, 2, 3, 4</td>
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</tbody>
</table>
Factors which affect conformity

Peer assess past exam questions set for directed study
Factors worksheet. Work in small groups to complete: name the factor, explain what it is, link to research studies and link to conformity explanation (written). Write responses on the whiteboard so all learners can compile
Complete examples in workbook (written)
Answer past exam questions (written)
Use deluxe worksheet to summarise the session

- Workbooks pp. 11–15
- Prezi
- Factors worksheet
- Whiteboard and pen
- Deluxe worksheet
- Q and A (verbal)
- Peer assessment
- Answer past exam questions (written)
- Completed factors worksheet
- Identifying examples
- Directed study
- Completed deluxe worksheet

1, 3, 4, 5
1, 2, 3, 4

New Year (Chinese: 23.01.12)
St Paul’s Day and St Dwynwen’s Day (Christian: 25.01.12)
National Holocaust Memorial Day (27.01.12)
Lower ability learners only need to know 2 of the 4 factors in detail

(Continued overleaf)
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<tr>
<td>4</td>
<td></td>
<td></td>
<td>Conformity explanations and factors essays</td>
<td></td>
<td>• Workbooks pp. 15–17</td>
<td>• Q and A (verbal)</td>
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<td></td>
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<td></td>
<td>Conformity explanations and factors essays</td>
<td>Complete crossword</td>
<td>• Prezi</td>
<td>• Completion of crossword</td>
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<td></td>
<td>Conformity explanations and factors essays</td>
<td>Peer assess past exam questions set for directed study</td>
<td>• Crossword hand-out</td>
<td>• Peer assessment</td>
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<td>Conformity explanations and factors essays</td>
<td>Small group task – answer two of the questions on the</td>
<td>• Explanations essay worksheet</td>
<td>• Small group activity for explanations</td>
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<td>Conformity explanations and factors essays</td>
<td>explanations worksheet</td>
<td>• Factors essay worksheet</td>
<td>• Small group activity for factors</td>
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<td></td>
<td>Conformity explanations and factors essays</td>
<td>Feedback to the class</td>
<td>• Post-it notes</td>
<td>• Directed study</td>
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<td></td>
<td>Conformity explanations and factors essays</td>
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<td></td>
<td>• Target plenary</td>
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Higher ability learners will be able to complete the whole crossword. Lower ability learners will benefit more from the consolidation afterwards. Group work allows scaffolding of learners. Plenary allows for individual targets.
Small group task – answer two of the questions on the factors worksheet. Feedback to the class
Set essays for directed study
Complete a post-it with answers to 3 questions on learning – targets

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Birthday of Guru Har Rai (Sikh: 31.01.12) (Continued overleaf)
### Scheme of work (Continued)

<table>
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| 6    | 3       | Obedience and defiance | Starter activity to ask learners to obey trivial commands such as stand up, pull ear, etc.  
Introduce to Milgram and show video  
Whilst watching the video learners to complete worksheet with questions on. Stop the video half way to ensure have the answers and repeat at the end  
Complete storyboard for Milgram study | - Workbooks pp. 18–19  
- Prezi  
- [http://www.youtube.com/watch?v=ZB8AMUHq2HY](http://www.youtube.com/watch?v=ZB8AMUHq2HY)  
- Milgram video worksheet  
- Storyboard worksheet | - Q and A (verbal)  
- Completion of Milgram video worksheet  
- Completion of storyboard  
- Directed study | 1, 3, 5 | 1, 2, 4 | -- | -- | -- |

Learners can choose to draw or write the details of the study dependent on learning style/preference  
All learning styles catered for
Go through help sheets for the conformity essays and return marked essays
Peer assess directed study
Answer past exam questions (written)
Card sort activity
Direct to workbook to discuss Milgram
Authoritarian Personality as an explanation. Direct to interactive of scale activity
Label explanations activity

- Workbooks pp. 20–31
- Prezi
- Explanations feedback handout
- Factors feedback handout
- Marked essays
- Card sort
- Explanations worksheet
- Q and A (verbal)
- Completion of card sort
- Completion of explanations worksheet
- Directed study

1, 3, 4, 5
1, 2, 3, 4

Teng Chieh
(Chinese: 06.02.12)
Parinirvana/Nirvana Day
(Buddhist: 08.02.12)
Tu B’Shevat
(Jewish: 08.02.12)

Lower ability learners only need to know 2 of the 4 factors in detail
Group work allows scaffolding

(Continued overleaf)
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| 8 | | | Factors which affect obedience | Peer assess past exam questions set for directed study  
Work in pairs to complete the Hofling and Bickman worksheet (written)  
Work in small groups to complete one factor and consolidate on the whiteboard (written)  
Answer past exam questions (written)  
Plenary Q and A of session |  
- Workbooks pp. 25–31  
- Prezi  
- Hofling and Bickman worksheet  
- Factors worksheet  
- Whiteboard and pen  
- Test your knowledge worksheet  
- Q and A (verbal)  
- Peer assessment  
- Completion of Hofling and Bickman worksheet  
- Completion of factors worksheet  
- Directed study | 1, 3, 4, 5  
1, 2, 3, 4  
-  
-  
Differentiated questioning |  
-  
-  
-  
- |
Obedience explanations essay

Show Petcha Kutcha slide show to illustrate obedience cross-culturally
Peer assess test your knowledge worksheet set for directed study
Discuss plan for the essay
Complete past exam essay question in exam conditions 20 mins

Obedience factors essay

Triptico recap activity
Peer assess past exam questions set for directed study
Discuss plan for the essay
Work in pairs to write half of the essay. Then join another pair to complete the essay. Peer assess and add feedback

Hindu: 20.02.12

Maha Shivaratri

Christian: 20.02.12

Shrove Tuesday

Christian: 21.02.12

Ash Wednesday and Lent

Christian: 22.02.12

Discussion of obedience around the world: US and Nazi Germany
Post Compulsory Education and Training Session Plan

Course: AS level. PSYB2 Social Psychology, Unit 3.2.1: Social Influence.

Week No/Session Title: 17. Social Influence: Dominant Response Theory.

Date & Time: 19.03.12 Monday 13.30–15.00

Location: Psychology department of great teaching

Tutor/s: Samantha Jane Catterall

Duration: 1 hour and 30 mins.

Aims:

- To provide an introduction to theoretical and methodological approaches in social psychology.
- To demonstrate ways in which social psychology may be applied to contemporary social and cultural issues.
- To enable students to develop critical and evaluative skills in relation to theory and empirical studies in social psychology.
- To develop an appreciation of how science works in social psychology.

Objectives:

By the end of the session all learners will be able to:

- LO1: Name and explain careers in psychology.
- LO2: Identify 10 correct statements relating to social facilitation.
- LO3: Describe a study in which social facilitation was investigated.
- LO4: Name 3 theories of social facilitation.
- LO5: Name a study which supports the dominant response theory.
- LO6: Explain what social facilitation/inhibition is.

By the end of the session most learners will be able to:

- LO4: Explain the dominant response theory of social facilitation.
- LO5: Describe a study which supports the dominant response theory (Aim, Method, Results and Conclusion).
- LO6: Discuss why social facilitation/inhibition occurs due to dominant response theory.
Learners who are early can watch videos about careers.

Various tasks to allow higher ability learners to expand and use higher order cognitive skills. Easier tasks to allow lower ability learners to achieve. Debate allows learners to choose what type of answer to give.

Learning objectives are differentiated to demonstrate all learners can achieve in the session.

Nominated questioning is differentiated so that higher ability learners are stretched by allowing them to expand on their answers and lower ability learners can be asked more closed and directive questioning.

SC is diabetic and therefore may need to leave the classroom during the session for a short time.
<table>
<thead>
<tr>
<th>Approximate Timings</th>
<th>Learning Objectives</th>
<th>Learner Activity</th>
<th>Teacher Activity</th>
<th>Resources</th>
<th>Assessing Learning</th>
</tr>
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<tbody>
<tr>
<td>13.35 (10 mins)</td>
<td>LO1</td>
<td>Complete starter.</td>
<td>Ask questions verbally.</td>
<td>Career starter diagram.</td>
<td></td>
</tr>
<tr>
<td>13.45 (10 mins)</td>
<td>LO2</td>
<td>Select 10 of the correct statements.</td>
<td>Split into 2 teams.</td>
<td>Triptico.</td>
<td></td>
</tr>
<tr>
<td>13.55 (10 mins)</td>
<td>LO3</td>
<td>Change directed study with another learner.</td>
<td>Direct learners to change directed study with another learner.</td>
<td>PowerPoint</td>
<td></td>
</tr>
<tr>
<td>14.05 (5 mins)</td>
<td>LO4</td>
<td>Answer questions verbally.</td>
<td>Recap the 3 theories of social facilitation.</td>
<td>PowerPoint</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Task</td>
<td>Description</td>
<td>Materials</td>
<td>Notes</td>
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</tr>
<tr>
<td>14.10</td>
<td>LO5</td>
<td>Work in groups of 4 to write the aim, method, results and conclusion for Michaels et al. Study and answer exam question in the middle.</td>
<td>Show diagram. Direct to complete task. PowerPoint. Flipchart paper and pens.</td>
<td>Written completion of the flipchart paper.</td>
<td></td>
</tr>
<tr>
<td>14.25</td>
<td></td>
<td>Feedback to the class. Stand up and hold up work.</td>
<td>Nominate learners to feedback. Write response on board. Whiteboard and pen. Prezi/PowerPoint.</td>
<td>Verbal response.</td>
<td></td>
</tr>
<tr>
<td>14.50</td>
<td>ALL</td>
<td>Complete the card and post it through suggestion box.</td>
<td>Direct to complete and return. Feedback form.</td>
<td>Written completion of the form.</td>
<td></td>
</tr>
</tbody>
</table>

**Evaluation:**

**Targets for improvement**

Identify your SMART targets for improving your teaching and classroom management

1.
2.
3.

(Continued overleaf)
### Functional Skills

**Functional English:**
- Written skills will be developed when completing the group work task.
- Speaking, listening and communication skills will be developed when working with other learners to complete the Michaels et al. Study task, when feeding back to the class, answering questions and during the debate.
- Reading and interpreting skills will be developed when using the workbooks to help complete the Michaels et al. Study task.

**Functional Mathematics**
- Equivalencies such as fractions and percentages will be discussed when referring to the results of studies.

**Functional ICT**
- Learners can take pictures of the board at any time.

### E.L.M.

**Be Safe:**
Health and Safety is followed such as learners sitting properly on chairs.

**Be Healthy:**
Learners’ interaction with each other when completing the small activity and the class discussions will promote social and emotional health.

**Enjoy and Achieve:**
Learners will be included within the session and given the opportunity to achieve by asking questions and taking part in the small group task and class discussions.

**Achieving economic wellbeing:**
Learners are aware of the benefits of teamwork and communication and how these relate to employment. The small group work in this session helps develop these skills.

**Making a positive contribution:**
Learners are encouraged to take part in all aspects of the session to build their confidence and allow them to feel confident in taking part in their community outside of the session.
Practical Presentation Skill Level 2 Progression

Name............................................. Group......................................

Give three reasons why presentations may be necessary.

Describe the most common delivery styles and structures for presentations (PowerPoint etc.).
Explain the importance of:

a) Preparation;
b) Planning;
c) Presentation;
d) Performance.

Describe the main elements that make up each of the above.

Describe a variety of visual aids for use within given presentations, giving reasons for selection.

Checklist for your presentation:

1. Identify and select different sources of information relevant to the topic of presentation.
2. Introduce the topic clearly.
3. Speak audibly, using tone and register appropriate to the audience and level of formality.
4. Present material logically, linking ideas together.
5. Present an effective conclusion.
6. Explain key concepts.
7. Use appropriate evidence to support the ideas, argument and opinions presented.
9. Obtain feedback from audience.
10. Identify areas for own improvement.