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AP Psychology Lesson Plans

Social Psychology Unit

Date: Monday, January 30, 2017- Tuesday, January 31
APA Standards: Content Standard 1: Social cognition Students are able to: 1.1 Describe attributional explanations of behavior 1.2 Describe the relationship between attitudes (implicit and explicit) and behavior 1.3 Identify persuasive methods used to change attitudes Content Standard 2: Social influence Students are able to: 2.1 Describe the power of the situation 2.2 Describe effects of others' presence on individuals' behavior 2.3 Describe how group dynamics influence behavior 2.4 Discuss how an individual influences group behavior
Day 1 Objective: Students will examine social thinking in terms of attitudes and actions. They will be able to discuss and give examples of the Foot-in-the-door Phenomenon, the Door-in-the-face Phenomenon, Role Playing, and Cognitive Dissonance.
Upon entering the classroom, students will pick up a warm up handout and a note card. Warm Up Activity: Activity 1.1- The <u>Fundamental Attribution Error Activity</u> from the TOPSS Unit Lesson Plan by Allyson J. Weseley: Students are given a 2 sided handout. Each side has an attribution scale. Students are asked to circle the traits that describe themselves the best on side 1. If it depends on the situation, then they will circle that option. On side 2, they will circle the traits that best describe me, their psychology teacher. If it depends on the situation, then they will circle that option. Students will count the number of "Depends on the situation" responses on each side, and compare the number on each side. This activity is a "warm up" for the discussion on Attribution and the Fundamental Attribution Error. Quick Write: Students will, on their own paper, write an example in life when one might tend to underestimate the impact of the situation and overestimate the impact of personal disposition. Lecture: <u>SOCIAL THINKING</u> - We will discuss the way we think about, influence, and relate to one another in terms of the Attribution Theory and the Fundamental Attribution Error. Google Slides: Attitudes and Actions: Which is more powerful? Topics: <ul style="list-style-type: none">• <u>Foot-in-the-door Phenomenon</u>: Explain the tendency for people who have first agreed to a small request to comply later with a larger one. Discuss sales tactics at a car dealership. Video Clip: A & E Documentary "Charles Manson"- interview with Leslie Van Houten on Manson's manipulation of behavior ("family members" were instructed to mimic hand motions and facial expressions as demonstrated by Manson, and later were instructed to participate in "creepy crawls", eventually leading up to the seven murders for which they were convicted). <ul style="list-style-type: none">• <u>Door-in-the-face Phenomenon</u>: Explain the tendency for people who won't agree to a large request, but later will agree to a smaller request.

Activity: Students will- 1. On one side of the notecard, write a request to a parent that they believe will be denied. 2. Pass the card back one student (last student in a row to the first student in next row). 3. Read the request and write the “outlandish” request that could lead to the door-in-the-face. Discuss how this “outlandish” request may improve the chances that the first request will be granted.

- Role Playing: What you act out, you will eventually become.
Video Clip: “Quiet Rage: The Stanford Prison Experiment”
- Cognitive Dissonance: When attitudes and actions don’t coincide, we experience tension. In order to relieve this tension, we tend to bring our attitude in line with our actions.

Closing Activity: 10 Minute Socratic Seminar- Students stand in an inner/ outer circle formation. Inner circle is the only group who can verbally respond to the prompt: “Which is more powerful, our attitudes, or our actions?”
The outer circle will use their iPads to provide text and evidence to support their partner in the inner circle.

Day 2 Objective: Students will discuss Social Influence in terms of conformity, Obedience, and Group influence. They will be able to describe influences on conformity and obedience, and explain how the presence of others can affect our behaviors and attitudes.

Warm Up Activity: Quickwrite: Are you a conformist or a non-conformist? Explain.
Video Clip: Candid Camera elevator conformity example
<https://www.youtube.com/watch?v=BgRoiTWkBHU>

Lecture: SOCIAL INFLUENCE

- **Google Slides: Conformity**
Automatic Mimicry, Chartrand and Bargh studies: Chameleon Effect, Mood Linkage
Solomon Asch: Conformity experiment
*Reasons for conformity: Normative Social Influence, Informational Social Influence
Activity: Variation on Asch’s studies- After discussing the conditions that seem to strengthen conformity, we rehearse our “experiment” using colors. I add a bit of a “distractor” to the process as described below.
 - *A voluntary participant from another classroom (9th grade student) will be brought in under the guise that they are participating in a psychology experiment on “brain exercises and procedural activities”.
 - *The subject is introduced to the “College level psychology class” (Introducing the younger student to the college level psychology class will possibly create a respect for status of the group). The class will respond in a friendly, yet serious manner.
 - *The subject is told that we will be looking at the effects of a quick brain exercise on his/ her shoe tying time.
 - *We will have the subject and a student from the class tie a shoe while I time them. Then I tell them that I will identify an object in the room and then I will ask each student, out loud, to name the color of that object, ending with the subject. After the “brain exercise”, I will time them tying their shoe again to see if there is a difference.
 - *The first time around, students will unanimously name the correct color of my podium. The second time, I will choose a different object, my maroon cabinet. This time around, the students will unanimously say that the color is green. Typically, the subject will conform and also say green when it’s his/ her turn.
 - *Whatever the outcome, we applaud the subject, explain the real purpose of the demonstration, and assure him/ her that the response was very helpful (to avoid any embarrassment). We ask the student how they felt during the exercise, and what made them either conform or not conform.
 - *If time permits, we can repeat the demonstration with one person in the room who says that the cabinet is maroon, to see if this affects conformity.

- **Obedience:** Stanley Milgram experiment
*Discussion of conformity being highest when: “Authority” figure close at hand and respected, figure supported by a prestigious institution, victim depersonalized and distanced, no role models for disobedience.
Video Clip: Darren Brown’s reenactment of the original study.
<https://www.youtube.com/watch?v=Xxq4QtK3j0Y>
- **Group Influence:** Social Facilitation, Social Loafing, Deindividuation, Group Polarization, Groupthink, Minority Influence (Discussion and examples).

Closing Activity: Students plan a time outside of class to run an automatic mimicry observation. Write down what happens for next class.