

AP Psychology Lesson Plans Semester II - 2016

Monday, January 25th, 2016

APA Standards:

1.1 Define psychology as a discipline and identify its goals as a science.

1.2 Describe the emergence of psychology as a scientific discipline.

2.3 Identify the important role psychology plays in benefiting society and improving people's lives.

Disclaimer: These lesson plans are for AP Psychology on a semester schedule. We begin January 25th and the test is May 2nd. This year (with state testing dates, etc...) that is 54 total class days. The class is incredibly condensed and we pack A LOT into our 90 minute daily blocks.

Agenda:

- Day 1 Housekeeping Items:
 - Have students complete "Fear Survey" when they enter. (Use data on Day 2 for survey discussion).
 - Have students grab a computer and sign up for AP Psychology Google Classroom and add AP Psychology.
 - Hand out Barron's books & have students put their names in the front covers.
 - Have copies of the syllabus, parent letter, and "Success in AP" sheet available for kids and have them start reading it if there's time.
- Lecture: 1.1 [Psychological Science](#) (Slides) with activities, videos, and learning checks interspersed
 - Study Tip of the Day (STOD) - Pay Attention: What that means and doesn't mean
 - Intuition vs. Science - Activity 1.1 [Myths of Popular Psychology](#) "Vote With Your Feet" Activity. (This requires kids to stand up, move to the side of the room that is most in-line with their thinking on each myth, and commit to a thought, as well as be ready to share their ideas.)
 - Students defend their (often) strongly held beliefs about psychological phenomenon. The room's corners are "True", "I don't know", "False", and "I have never heard this myth." Debate and discussion ensues.
 - Activity 1.2 [Hindsight Bias Activity](#)
 - Students are asked to defend two different, and completely opposite opinions about self-esteem and studying. Both will believe their statements seem obvious. Both will suffer hindsight bias as a result. We then discuss the phenomenon of "knowing something all along."

- Activity 1.3 [Confirmation Bias \(What is my Sequence Rule\) Activity](#)
 - This activity from devpsych.org is perfect to demonstrate that we often only look for evidence to confirm what we already think is true, and that we fail to look for other options or evidence. Students are asked to come up with sequences of numbers that fit my rule, which is 2, 4, 6 and to then rate their confidence. Students will generally pick 6, 8, 10...and then with 100% say they know my rule, believing it is to count by two's. VERY FEW will try any other sort of sequence. When I tell them that my sequence is any set of numbers that increases by at least one (1, 289, 666,587 works, for example) they are shocked. We then discuss why ONLY looking for what you want to prove is a hinderance to problem solving...and thinking critically about psychology.
- Smile - Operational Definition Activity
 - I use a variation of Rob McEntarffer "Smile" activity and a Activity 1.4 [new set of yearbook photos from more recent yearbook](#). I ask students to independently circle pictures of students who are "smiling" in their yearbook photos. I then tally how many are "smiling" according to each student via a quick roll call. Students generally range from 12-22 in their assessment, and then we talk about why the answers are so wildly different. Students will want to wildly debate what a smile is and why a certain person IS or IS NOT smiling. We then write an operational definition of what smiling is, and see if our assessment changes.

Mrs. Amy Jean Ramponi

- Formative Assessment: Socrative Quiz, “Psychology As A Science”
 - Student Log-in: Room Number 198284
 - I use quick, easy formative assessments in my class often to check student understanding of the topics that we cover. I sometimes use online platforms for this, sometimes quick paper-pencil checks, sometimes they’re oral. I really enjoy sites like Socrative because I can put them out there again (in an email or on Google Classroom) again that evening or before a test or quiz so students can use them again as retrieval practice. This is a 5 question review quiz that uses scenarios to explore whether students understand what we talked about in class for that day.

#2

While taking the ACT test with randomly scrambled answers, you notice the last seven answers happened to be "C". Which of the following is true concerning the probability that the next answer is "C"?

ANSWER CHOICE

A	It is higher. Once a streak begins, it is likely to last for a while.
B	It is lower. Since the answers are distributed randomly, the answer of "c" becomes less common.
C	It is unaffected by the previous answers. It is as likely to be "c" as it is to be any other answer.
D	You should check your previous answers. Seven "c" answers in a row is impossible.
E	It is higher. Test constructors try to trick students by keeping the same answer many times in a row.

Explanation:

There is a 20% chance EVERY TIME you answer a multiple choice question with 5 options that the answer is C. If the test is randomly scrambled - 8 c's in a row it totally possible.

#3

What do we call the tendency to exaggerate the correctness or accuracy of our beliefs and predictions prior to testing?

ANSWER CHOICE

A	Hindsight Bias
B	Overconfidence
C	Critical Thinking
D	Skepticism
E	Reliability

Explanation:

Tuesday, January 26, 2016

APA Standards:

1.2 Describe and compare a variety of quantitative (e.g., surveys, correlations, experiments) and qualitative (e.g., interviews, narratives, focus groups) research methods.

3.1 Define descriptive statistics and explain how they are used by psychological scientists.

3.2 Define forms of qualitative data and explain how they are used by psychological scientists.

3.3 Define correlation coefficients and explain their appropriate interpretation.

(The APA Standards are also addressed in the “notes” section of each slide.)

Agenda:

- Study Tip of the Day: Space out your study - a little bit each night to avoid cramming for a test.
- Lecture 1.2: [Descriptive Research](#) (Slides) with activities, video clips, critical thinking activities interspersed.
 - Correlation Charades
 - After our discussion on positive and negative correlations, I have students write 5 positive and 5 negative correlations, indicating what type of correlation they’ve written on the back, and put them in a pile in the middle of their group’s table. They then switch groups and mix up the cards in the pile and hand them out to various group members. They must act out the card as best they can charade-style. Other group members must attempt to decipher the correlation and then say whether they think it is a positive or a negative correlation.
 - Student Examples:
 - The more I brush my teeth, the less cavities I have. (-C)
 - The more fast food I eat, the more I weigh. (+C)
 - The higher my GPA, the more money I get from my mom. (+C)
 - Activity 1.5 [“Eat a Bug”](#) & [Informed Consent](#) activity to demonstrate survey research and informed consent
 - On day 1 of class I give a survey entitled [“The Fear Survey”](#) - I tell my students this is a way to get to know them a little better. They fill them out and I set them aside until I discuss surveys in class. I then pull them out and address the questions which asks “Would you eat a bug?” Many reply that they would, so I then give those students who replied “yes” the opportunity to do so. I use flavored bugs I order from Amazon and give them to the students to taste, but only AFTER handing out an Informed Consent slip, which we discuss briefly. The room usually erupts in laughter, nervousness, and shock. Some of the students are excited to eat the bug, some are mortified.
 - Survey Discussion/Analysis Activity 1.6 [“Wisconsin Youth Risk Behaviors”](#) Survey to demonstrate the limitations and problems with survey data. We discuss as a group how the survey is given, when, to whom and how the way questions are worded might alter student responses. We also analyze whether or not kids think the results are valid and reliable - and what evidence they have to support or refute the results.

- Activity 1.7 [HM Case Study](#)
 - I use this case study of HM to discuss the positive and negative aspects of case studies. We have a great discussion about why they're beneficial (rare, unethical to repeat, tremendous information about one individual) and the drawbacks (may be unrepresentative, no replication, generalizations) and it is also a nice taste of later ethics and neuroscience and memory discussions.
- Formative Assessments: What Doesn't Belong? and Alike, But Very Different (these activities are embedded at the end of the slides mentioned above.)
 - As a formative assessment for the day, I teach my students two techniques to assess their understanding of topics they've read about, heard about in lecture and should be able to discuss. "What Doesn't Belong" is a technique where I give them 4 terms, 3 of which are related and 1 of which is not. I have them discuss in pairs which is the uncommon one and WHY. I try to instill that being able to say WHY some are alike and some are not is a true measurement of their understanding (unlike highlighting in a text or rereading their notes.)

Critical Thinking	Case Study
Hindsight Bias	Naturalistic Observation
Confirmation Bias	Experiment
Overconfidence	Survey

- Examples:

A second technique I like to use to teach students metacognition is taking two terms and having students identify how they are the same, yet how they also differ. This, too, enables them to not only define, but apply the term in relation to another term, testing out their comprehension as well as their ability to apply it to a situation or to another term.

- Case Study & Naturalistic Observation
- Replication & Operational Definition

Examples: