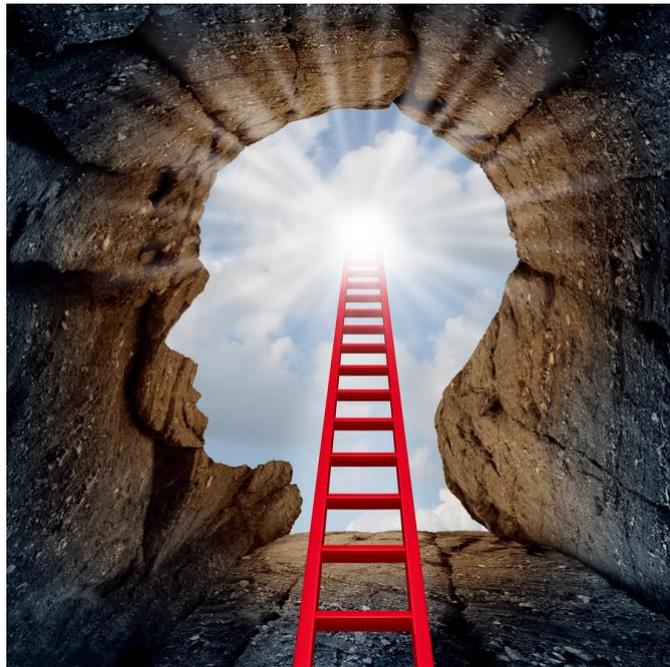


Unit Plan

Introduction to Psychology



*For use with “IB Psychology: A Student’s Guide” by
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Chapter 1 Unit Plan: Introduction

Overview	<p>The primary purpose of this unit is to introduce psychology as a subject and to provide students with the relevant schematic framework with which they will be able to think more critically about research we encounter in the course.</p> <p>Students are new to this subject and so have little context for how to approach the study of psychology. As understanding studies is a key part of this course and so one aim is for students to understand the purpose of <i>experimental</i> studies in psychology. These and other methods will also be explored in more depth later in the course after students have solid grounding in the subject (Chapter 6).</p>
Duration	<ul style="list-style-type: none"> • 10 Lessons/hours (8 content lessons following the textbook, 1 review, 1 test)
Themes	<ul style="list-style-type: none"> • <i>Experimental studies in psychology compare results from different groups to draw conclusions about the effects of variables on behaviour.</i> • <i>Knowledge in psychology is drawn from empirical evidence gathered in studies and theories.</i>
Key Questions	<ul style="list-style-type: none"> • What is psychology? • What is the difference between “behaviour” and “cognition?” • How do we “know” what we know in psychology? • What is an experiment and why are they used in psychology? • Why are studies and theories important in psychology?
Assessments	<p><i>Suggested¹</i> Summative Assessments (See Assessment Folder)</p> <p>Post-unit Test</p> <p>The test will compose of four parts:</p> <ol style="list-style-type: none"> A. Key terms B. Short answer questions C. Identifying parts of an experiment D. Designing an experiment <p><i>There is a sample in the student workbook</i></p>
Resources	<ul style="list-style-type: none"> • Student copies of the textbook, <i>IB Psychology: A Student’s Guide</i> (available here) • Student copies of the workbook • Blog resources (here) <p>*included in the teacher support pack</p>
Tips	<ul style="list-style-type: none"> • <i>A short introduction that briefly introduces psychology is better than going into depth about research methods – save that for later in the course when students have more knowledge of studies to draw upon.</i>

¹ It is highly recommended to design an assessment programme that works for you and your students.

Unit Overview			
Topics	Key Questions	Lessons	Terms
1.1 Introduction to Psychology	<ul style="list-style-type: none"> • What is “psychology?” 	(a) Behaviour and Mental processes (b) Studying Individuals (c) Psychologists are Scientific	Psychology, Mental process, Cognition, Behaviour, Empirical evidence.
1.2 Psychology Studies	<ul style="list-style-type: none"> • How do we know what we know in Psychology? Part I 	(a) Variables and relationships (b) Applying Conclusions (c) Causation (d) Correlation	Independent variable, Dependent variable, Treatment group, Control group, Causation, Correlation, Extraneous variable, Confounding variable, Negative correlation, Positive correlation, Phenomenon.
1.3 Psychological Theories	<ul style="list-style-type: none"> • How do we know what we know in Psychology? Part II 	(a) Psychological Theories	Theory, model.

Tips: The main aim of this introduction unit is just to get students to understand what they are going to be learning about, and also the importance and relevance of research in psychology. Another goal is to get them excited about psychology, so using lots of real-life examples can help with this.

IB Psychology Curriculum		
Research Methods ²		
Qualitative Methods	Quantitative Methods	
Qualitative research	Experiments <ul style="list-style-type: none"> • True/laboratory experiments 	
Case studies	Field experiments	
Naturalistic observations	Quasi-experiments	
Interviews	Natural experiments	
	Correlational research	
Elements of Researching Behaviour (Paper 3 and the IA)		
Quantitative Research		
Quantitative Research Designs	Experiments	
	Field Experiments	
	Quasi-Experiments	
	Natural Experiment	
	Correlational Research	
Elements of Quantitative Methods	Research Design	<i>Matched pairs</i> <i>Independent samples</i> <i>Repeated measures</i>
	Hypotheses	<i>Null</i> <i>Experimental</i>
	Independent and Dependent Variables	
	Sampling Techniques	<i>Random</i> <i>Convenience/opportunity</i> <i>Volunteer/self-selected</i>
	Controls	
	Ethical Considerations	
Analysing Data	Data Presentation	
	Statistics	<i>Descriptive</i> <i>Inferential</i>
Evaluating Research	Reliability	<i>Test-retest reliability</i>
	External Validity	<i>Ecological validity</i> <i>Population validity</i>
	Internal Validity	<i>Demand characteristics</i> <i>Inter-rater reliability</i>
Drawing Conclusions	Correlation and Causation	
	Replication	
	Generalization	
	Triangulation	<i>Researcher triangulation</i> <i>Methodological triangulation</i> <i>Data triangulation</i>

² Highlighted sections are those covered in this introductory unit. Quantitative methods are covered in more detail later in the course in a separate unit (Chapter 6), and qualitative methods are for HL students only (Chapter 9)

1.1: Introduction to Psychology

Overview	In this topic, students will about how psychology is the study of how and why variables influence human behaviour and mental processes, as well as the importance of empirical research in this process.
Duration	3 Lessons a) Behaviour and Mental processes b) Studying Individuals c) Psychologists are Scientific
Key Questions	<ul style="list-style-type: none"> • What is psychology? • Why do psychologists study behaviour <i>and</i> mental processes? • Why is a scientific approach important when studying individual behaviour and/or cognitive processes?
Building Blocks	Key Terms: Psychology, Mental process, Cognition, Behaviour, Empirical evidence
Assessment Tasks	<p>Formative</p> <ul style="list-style-type: none"> • Consolidation activities at the start of each lesson • Answers to workbook guiding questions • Key terms pre- and post-assessment (traffic lights) <p>Suggested Summative</p> <ul style="list-style-type: none"> • Key terms traffic lights (in workbook) • Test (see workbook for example)
Tips	<ul style="list-style-type: none"> • <i>I always try to remember that psychology is brand new for my students and so even basics like independent and dependent variable, or even the general concept of a study, is probably completely unfamiliar. The course is long, so there's no need to rush.</i>

a) Behaviour and Mental Processes	
Overview	This lesson is designed to break-down the definition of psychology as the scientific study of individual behaviour and mental processes. We do this by looking at a range of real-life examples. Introducing the distinction between an action (behaviour) and cognition is also a good idea.
Key Questions	<ul style="list-style-type: none"> • What is the definition of psychology? • Why do psychologists study behaviour <i>and</i> cognition? • What are some examples of blurred distinctions between what is “behaviour” or “cognition”?
Lesson Plan	
C onsolidate	<p>Brain dump on an A4 page that just says – “Psychology”. Students write down everything that comes to mind when they think of this. This will be kept on file and used later when we study “schema theory.” (Blog post with more details here). The page can be ripped out of the workbook.</p> <p>Distribute the textbook as students hand in their completed brain dumps. Encourage active reading with highlighting and note taking. Draw attention to glossary at the back.</p>
H ook	<p>Read introduction page in textbook, page 9 (take note of student reading speed) Once finished reading come and collect workbooks. All students work on “Key Terms Traffic Lights” (in workbooks and more instructions here).</p> <p>Fast finishers: read the Preface on page 5 of the textbook and flick through the textbook to get familiar with content and structure. NB: All students need to be finished key terms preassessment before moving on to the next task.</p> <p>a. Pair-teaching key terms: find someone who has a red term that is green for them and try to teach one-another the terms they know (4 minutes). * (If small class, just have group discussion).</p> <p>Chalk-and-Talk: the definition of psychology, including definitions of behaviour and mental processes.</p>
A ctivity	<p>Pairs to Fours with Behaviour and Mental Processes</p> <p>Start in pairs, students try to list as many behaviours and cognitive processes as they can think of – if they need prompting, provide a couple of clues (and ask them to think of any behaviours they have observed that they’re curious about). After 3 mins, join 2 x pairs to make a four and discuss, then share as a class. After sharing, discuss the lesson’s guiding question “why do psychologists study behaviour <i>and</i> mental processes.” Find the full explanation of the activity here on the blog and an alternative idea).</p>
C heck-in	<p>Check-in: Workbook Guiding Question: Students answer the guiding question in their workbooks and show me their answers.</p> <p>Remedial: Read the textbook lesson - 1.1(a) if students need help.</p>
E xtend	Fast finishers can watch the “Introduction to Psychology” video, or keep flicking through the textbook and read whatever appeals to them.
R eflect	Explain to students that completing homework is often up to them, depending on where they got to in the lesson.
T ips	<ul style="list-style-type: none"> • Students really struggle early on with the concept of cognition as it’s so vague. Most probably won’t get it in one lesson, so keep coming back to this distinction throughout the course, especially when teaching cognitive-specific topics (like dual process model in criminology – Chapter 2).

b) Studying Individuals	
Overview	This lesson continues to break-down psychology as a subject to give students a gradual introduction. The focus of this lesson is looking at how psychologists study <i>individual</i> behaviour (compared to anthropologists' and sociologists' focus on groups). It's also a good time to introduce the role (and danger) of generalizations when making conclusions (see examples on pg. 13).
Key Questions	<ul style="list-style-type: none"> • What is a “social science?”? • How is psychology different to other social sciences, such as anthropology and sociology? • How might a biological study of the brain differ from a psychological one?
Lesson Plan	
C onsolidate	Whiteboard recap: students write definitions to the following on mini-whiteboards: Psychology; Behaviour; Cognition
H ook	<p>Brainstorm all the examples of violence students can think of (space in workbook) (e.g. domestic violence, bullying ,armed robbery, boxing, etc.)</p> <p>Think-pair-share: Why are people violent? Why are males more violent than females? Why do some countries have such higher rates of violence than others)? (Think-Pair-Share summary). Use the powerpoint to introduce the fact that southern American states have higher violence than northern states. This is all preloading (and schema activating) for following activity.</p>
A ctivity	<p>Role Playing Students read the study summary in the workbook and in groups of four they try to re-enact the procedure and the results (1 x bumper, 1 x chicken target, 2 x participants - 1 from north and 1 from south). Show me their role play when they think they can do this (allow 12 mins). (see blog post also for more info). <i>Note: The purpose of this activity is to spot and correct definitive statements and overgeneralizations (like examples on pg. 12).</i></p> <p>Problem Solve: Use PPT to project the examples by Raffi and Sarah. Can students spot which answer is more accurate and explain why? Discuss.</p> <p>Chalk-and-Talk: Explain how psychologists try to understand individual behaviour by looking for patterns of behaviour and general tendencies.</p> <p>Read: read lesson (b) in the textbook (page 13 - 14) and if needed make amendments to their original answer.</p>
C heck-in	<p>Workbook guiding question Students show me their workbooks with their amended answer (if needed) and their answer to the guiding question.</p>
E xtend	<p>Critical Thinking Extension: Students can see if they can answer this question regarding different approaches to studying the brain by biologists and psychologists (pg. 14).</p>
R eflect	<p>Getting Ahead Explain to students how doing readings at home can save class time and help them get ahead.</p>
<i>Tips</i>	<ul style="list-style-type: none"> • <i>This unit is deliberately planned to have a very slow pace so the students are not overwhelmed early. It's also designed to be slow so that lots of real-life examples can be included and students can gradually build confidence – they don't want to feel overwhelmed too early (that will happen in their other classes ☺)</i>

c) Psychologists are Scientific	
Overview	This lesson is designed to introduce the role of the scientific method in psychology.
Key Questions	<ul style="list-style-type: none"> • What is “a scientific approach?” • Why is a scientific approach important when studying psychology? • To what extent is personal observation valuable in gaining “knowledge” in psychology?
Lesson Plan	
C onsolidate	<p>Understanding through Relating: Use the image on the PPT to compare and/or contrast: behaviour and cognition; social and natural sciences; psychology and sociology or anthropology</p> <p>Pair Discuss: post these questions and students have two minutes to discuss their answers in pairs/threes (possible answers in teacher workbook) 1) What is psychology? 2) Why do we make generalizations about people in psychology? 3) Why do we need to be careful when making these generalizations?</p>
H ook	<p>Watch Ben Ambridge’s video “10 Myths about Psychology debunked” (link) (15 mins). As students watch they’re trying to answer this question: <i>why are studies important in psychology?</i></p> <p>They share their answers to the question after the video ends and then we discuss as a class.</p> <p>Alternative: This Crash Course intro (10 mins) (link) is an alternative, but I find it too overwhelming with content and actually not great for an introduction.</p>
A ctivity	<p>Activity #1: Problem solving in groups - growing tomatoes (can read the post on the blog here). Use the PPT to work through this problem (which is also explained in workbooks). Students have to figure out how to solve the problem (how to know if fertilizer works). Share answers.</p> <p>Fast Finishers: Read textbook lesson 1.1 (c).</p> <p>Chalk-and-Talk: Explain the scientific approach (image on pg. 15, and what this might look like in Psychology).</p> <p>Think-Pair-Share any questions related to human behaviour and/or cognition that they’d be curious to find the answers to.</p> <p>Activity #2: Empirical versus Anecdotal data: Explain the difference between empirical and anecdotal data. Students read through the examples in the workbook (pg8) and follow the instructions, and answer the question about what type of evidence is more credible. <i>There’s an additional explanation of the differences between anecdotal and empirical evidence in the workbook.</i></p>
C heck-in	Answer the guiding question on pg. 8 in the workbook. If they need help they can read the textbook p15-16.
E xtend	Fast finishers can tackle the critical thinking extension (on pg. 15). They could read ahead to the reference sections of the introduction (p29→).
R eflect	Use this time to summarize the answer to the guiding question if needed.
T ips	<i>A common mistake for novice psychologists is they rely on anecdotal observations and their own hypothesis to answer questions – we want to break that habit through the duration of the course so their first instinct when asked about behaviour is to think “what does the research say?”</i>

1.2 Psychological Studies & 1.3 Psychological Theories	
Overview	In this topic, we continue looking at the role of psychological research (e.g. studies) and how they're important in gaining psychological knowledge. The experimental method is the focus, as this is the most common and serves as a good foundation upon which to build knowledge of other methods later. There is also one lesson aimed to introduce psychological theories (and models).
Duration	1.2: Psychological studies – 4 Lessons a) Variables and relationships b) Applying Conclusions c) Causation d) Correlation 1.3: Psychological theories – 1 lesson
Key Questions	<ul style="list-style-type: none"> • What is “the experimental method?” • How do we know what we know in psychology? • What are some limitations of using the experimental method in psychology?
Building Blocks	Terms: Independent variable, Dependent variable, Treatment group, Control group, Causation, Correlation, Extraneous variable, Confounding variable, Negative correlation, Positive correlation, Phenomenon, Theory, Model.
Assessment Tasks	Formative <ul style="list-style-type: none"> • Consolidation activities at the start of each lesson • Answers to workbook guiding questions • Key terms pre- and post-assessment Suggested Summative <ul style="list-style-type: none"> • Quizzes • Post-unit test
Tips	<ul style="list-style-type: none"> • <i>Focusing on some key terminology in this first unit is a good way to build confidence. Deeper understanding of applications and limitations of research methods can come later. If by the end of this unit students knew how to summarize a study and why it they are important, this would be a great success.</i>

a. Variables and Relationships	
Overview	This lesson also introduces a fictional example of a drug (Rememberol) that is used throughout this unit to help students understand the basics of experimental methodology. The main goal of today's lesson is to get students to comprehend IVs and DVs and their relationship with one-another.
Key Questions	<ul style="list-style-type: none"> • What is an independent variable and a dependent variable? • What's the difference between an independent variable and a dependent variable? • Would you consider psychology more of a natural science, or a social science. Why?
Lesson Plan	
C onsolidate	Q&A about anything so far in the course. True-False Quiz: Follow directions and use questions on the powerpoint.
H ook	Chalk-and-Talk: Explain about experiments, and IVs and DVs, using Rememberol as an example. Then use the images on the PPT to summarize some famous experiments and explain the IVs and DVs in these studies. Think-pair-share: Students try to recall IVs and DVs in any science experiments they've conducted.
A ctivity	Identifying IVs and DVs (workbook) In pairs, complete the activity on pg.9 of the workbook where students have to identify the IVs and DVs from a range of studies. Allow 10 minutes. Use the textbook to help. Fast finishers: show their answers and if correct can move on to the next task which is to state the aim of the experiments (on page 10 of the workbook). Discuss answers as a class. If plenty of time remaining, all students should try to state what they think the aim of each study was.
C heck-in	Students show me the answer to their guiding question once it's completed – in workbooks. <ol style="list-style-type: none"> a. Remedial: partner up a fast finisher with someone who is struggling and have them explain the difference between an IV and a DV.
E xtend	Students can watch the crash course video mentioned in the "If you're interested" section of the textbook "Research and Experimentation" (link) or can try the critical thinking extension (pg. 18 in textbook).
R eflect	Homework: Students who didn't finish can make a note of what to finish for homework. Show students the crash course video (where to find it on youtube) if they want to watch to deepen their understanding.
Tips	<ul style="list-style-type: none"> • <i>I can still remember when I first opened a psychology textbook and it took me a while to grasp the difference between an IV and a DV (embarrassing, I know ☹); reflecting on our early teaching experiences can help us develop some empathy with our students and also help our teaching because the more we become an expert it something the harder it is to relate to novices.</i>

b. Applying Conclusions	
Overview	In this lesson, we'll try to help students use the results of studies to answer questions – this is what is meant by “applying conclusions.” In order to do this for experiments, they need to first understand the relationship between the IV and DV in a study.
Key Questions	<ul style="list-style-type: none"> • What are the four main parts of a study? (Ans: A, M, R, C)³ • How does understanding relationships between variables assist in applying conclusions in psychology? • What are some limitations in conducting experiments in controlled environments?
Lesson Plan	
C onsolidate	Three levels of questions: Students discuss the three questions (in order) on the relevant powerpoint slide). Discuss as a class afterwards.
H ook	Making predictions: Have students in groups discuss this problem: if criminal and related behaviours (e.g. aggression, violence) are the behaviour studied (i.e. “dependent variable”), as is often the case in criminology studies, what do you think some of the independent variables might be in criminology experiments? In other words, what factors could be causing criminal behaviour? (Use space in workbook).
A ctivity	<p>Group Challenge: Understanding Studies (can be found here on the blog) In groups of threes, students have four studies from the criminology unit (summaries can be found on the blog link). They have 15 minutes to be able to write a one sentence conclusion about each study. It might pay to briefly explain that the conclusion from an experiment is how an IV is affecting a DV and applying this to address the aim of the experiment. (Example on PPT).</p> <p>Remedial: after a few minutes of working on this task, if it's clear students are lost or have no idea of how to write a conclusion, halt the activity and demonstrate an example, but let them have a crack at it first. Discuss conclusions after all have finished (fast finishers should read this lesson in the textbook, pp19-20).</p>
C heck-in	An informal check-in can happen with spot checks around the class - ask students to state the conclusion without looking at their notes.
E xtend	Read: Read this section in the textbook and re-visit the key terms list – reflect on how many terms have been learned and are still to learn.
R eflect	Traffic Lights: Use coloured cards (red, yellow, green) to see how students are finding the pace of the class so far. Give some tips on what to do to help with this.
T ips	<ul style="list-style-type: none"> • <i>Using concrete examples is essential when trying to develop an understanding of abstract ideas. Introduction studies you'll use later in the course at this stage can achieve multiple goals, including priming students so they can more easily understand studies later in the course.</i>

³ Aims, Methods (Participants and Procedures), Results and Conclusions

c. Causation	
Overview	This lesson introduces an important concept in psychological research: causation. We look at what a researcher needs to do in order to establish a causal relationship, using my Rememberol drug as an example.
Key Questions	<ul style="list-style-type: none"> • What is a “control?” What is a “causal relationship?” • How can laboratory (“true”) experiments demonstrate causal relationships? • What are some behaviours that might be difficult to study in a laboratory?
Lesson Plan	
C onsolidate	Verbal tennis: (find explanation here) Q&A: Open forum for any questions, especially clarifying key terms.
H ook	<i>The hook is the activity.</i>
A ctivity	<p>Group Work - Rememberol PBL (Phase One) (Use the slides on the PPT to help). Tell students there’s a new drug called Rememberol that might help improve memory. How could they test that it works? Students work in groups of three to design an experiment to test the drug. They are to identify the aim, IV and DV of the experiment and share when finishe.</p> <p>Fast Finishers: For the next step in this activity it’s important that the class is at the same pace, so while fast groups wait for others to catch up they can read this lesson 1.2 (c) and watch this video on the placebo effect as well.</p> <p>Chalk-and-Talk: Explain the concept of “extraneous variables”⁴ and “controls.”</p> <p>Group Work (Phase Two)... Students work in groups to identify the possible extraneous variables in their experiments and figure out how they would control for them. Discuss as a class after all have finished.</p> <p>Fast Finishers: Answer the guiding question in their notebooks followed by the treatment and control groups table.</p> <p>Final Chalk-and-Talk: Explain what a laboratory experiment is and how they can be used to determine causal relationships, as well as the terms “treatment” and “control” groups.</p>
C heck-in	Answer guiding question in workbook
E xtend	Critical Thinking Extension: there’s space in the workbook for this.
R eflect	Remind students to be keeping up with the key terms vocabulary and that if they don’t finish the guiding question in class, they should be completing this at home. You could also use traffic lights to check in understanding of today’s Key Qu’s.
T ips	<ul style="list-style-type: none"> • <i>I try to remember in this first unit that I’m only planting the seeds of understanding some of these ideas – they have the entire course to work on this. However, they should be comprehending and remembering the key terminology, which is why I find the three levels of questions in each lesson invaluable.</i>

⁴ I think it’s fine to use extraneous variable and confounding variable as synonymous, especially this early in the course.

d. Correlation	
Overview	In this lesson the concepts of “correlation” and correlational studies are introduced. Students are also introduced to the idea of thinking critically about studies by trying to find alternative explanations for correlations found in actual studies.
Key Questions	<ul style="list-style-type: none"> • What is a correlation? What are positive and negative correlations? • What is the difference between causation and correlation in psychology? • What is one alternative explanation for a correlation found in a study?
Lesson Plan	
C onsolidate	Crossword puzzle: (in workbook) (or solve online here)
H ook	<p>Activity (More information can be found on the blog post here)</p> <p>Watch this clip from 8:25secs to 10:30secs (summarized on the PPT). Pose this question: If your aim was to improve job performance, what conclusion could you draw from this study? (Hopefully a student might say something like, “<i>if we switch our browser we’ll do better at our job.</i>” This is a good point to discuss re: thinking critically about studies and why it’s important to distinguish between correlation and causation.</p> <p>Think-Pair-Share: Why do chrome and firefox users outperform safari and explorer? After sharing, watch the explanation Grant gives from 10:30 →</p>
A ctivity	<p>Chalk-and-Talk: Explain to the students how this is correlation, not causation.</p> <p>Hook #2: Go through some of these amazing correlations: http://www.tylervigen.com/spurious-correlations</p> <p>Causation/Correlation (in workbooks)</p> <p>Get students to look at some correlational results (on this blog post) and see if they could come up with two explanations – one will be an obvious causal relationship but they have to think carefully for another alternative explanation. Share responses after 15-20 minutes.⁵</p> <p>Fast finishers can move on to answering guiding question.</p> <p>Remedial: Provide an example for students.</p>
C heck-in	Students try to show at least one alternative explanation of a correlational finding – their answers to the activity are the check-in for this lesson. They could answer the guiding question if they want (although not necessary).
E xtend	Students can identify (space in workbooks) if the correlations in the studies are positive or negative.
R eflect	Homework: If students didn’t come up with at least two alternative explanations, this is their homework. They also need to read lesson 1.d in the textbook if they haven’t already.
T ips	<ul style="list-style-type: none"> • <i>Looking at correlational studies is not only fascinating, it can also be a great introduction to critical thinking. Using real examples of correlational studies can help students begin thinking about alternative explanations. But be warned, in my experience it takes new students a very long time (and often lots of scaffolding) to really analyze correlational findings and explain limitations.</i>

⁵ Do note that while this may be easy for us, it is really difficult for students. Give them plenty of time and try to have all students come up with at least one (helps to boost confidence).

1.3 (a) Psychological Theories	
Overview	In this lesson, students are introduced to some psychological theories and more generally what the purpose of a theory is.
Key Questions	<ul style="list-style-type: none"> • What are the aims of psychological theories (and models)? • What do psychological theories and studies have in common? • How and why should we evaluate psychological theories?
Lesson Plan	
C onsolidate	<p>Yesterday's Extension: Allow four mins for students to identify yesterday's studies as pos or neg correlations. If they've already done this they can be working on writing examples of the key terms in the Introduction to Psychology table in the workbook.</p> <p>Traffic Lights: Use these cards for students to indicate if the correlation is positive or negative (use the powerpoint to help).</p>
H ook	<p>Watch this video (a summary of 1,000 years of war). While they're watching they have to be thinking about two things:</p> <ul style="list-style-type: none"> • What patterns do they notice? • Why might these patterns exist? <p style="padding-left: 40px;">1. Answers a) most wars are happening in Europe and b) there are increasing wars as the timeline continued.</p> <p>Share out as a class the patterns first before discussing explanations so all students can have a chance at coming up with explanations.</p>
A ctivity	<p>Chalk-and-Talk: Explain that theories are attempts to explain something, so a theory in psychology is an attempt to explain why people behave in a certain way (or just behaviour in general).</p> <p>Read and pair share: read the three sample theories on page 26 and discuss what they think studies and theories have in common.</p> <p>Read the full lesson 1.3 (a) "Psychological Theories." They write their answer in the workbook and show me once they've finished.</p>
C heck-in	Show answers to guiding question. ⁶
E xtend	Students refer to the comparison of models and theories in the workbook and they can complete the venn diagram.
R eflect	Students make notes of what they need to review for their test. I give my students a one lesson review before the test.
T ips	<ul style="list-style-type: none"> • <i>Students often find understanding theories like SCT or SIT difficult because they just try to remember individual details without thinking of the theory holistically, beginning with "what is it trying to explain?" "how is it trying to explain it?"</i>

⁶ Later units have more variation in the formative "check-in" stage of the lessons. This first unit uses answering guiding questions frequently since there's not a lot of content for students to work with in showing deep understanding in interesting ways and also it gets them in the habit of expecting to write for at least a few minutes each lesson.

Unit Review

Overview

- Review content from the unit before the test.

Review Activity Ideas

Explain the [three steps to learning anything](#) as a whole class.

1. **Traffic lights review** (in workbook, and see lesson idea [here](#)).
2. **Crossword Puzzle** (in workbook or can be solved online [here](#)).
3. **Jeopardy** (can find on the blog [here](#)).
4. **Practice test** (students can find in the workbook).
5. **Kahoot** (can find it [here](#)).
6. **Quizlet** ([here](#))
7. **Practice Test:** See assessment folder. This could be given a few lessons earlier than the end to give students time to complete it (or given at the start of the unit).

Students can review terms and content in their workbooks independently. They may want to complete guiding questions they didn't get a chance to answer, and/or ask questions individually.

Test Lesson

Overview

- Complete post-unit test

Test Instructions

There are four parts to the test (There is a sample in the student workbook)

A. Key terms

- Students write definitions of key terms

B. Short answer questions

- These are guiding questions (or similar) and students write answers to.

C. Identifying parts of an experiment

- A brief summary of an experiment is provided and students identify aspects like the IV, DV, controls, etc.

D. Designing an experiment

- This is assessing critical and creative thinking as students have to design their own experiment that would investigate a real-life problem. The problem they will be given is something like, "Do sports drink improve athletic performance?" They need to figure out how to test this.

If students finish early they can review their workbooks, nap, or read ahead on Criminology (or any other part of the textbook that they want).