

Topic & specification ref: PSYB1 Approaches to Psychology. The Humanistic Approach 1			
Lesson aim: To introduce the main ideas of Humanistic psychology as a vehicle for reflecting on the importance of questioning to learning.			
Material to be learned			
Concepts	Facts	Skills & habits	Metacognitive
Humanistic psychology Free will Self Self-actualisation Conditions of worth Congruence/incongruence	Historical context of the humanistic approach Rogers' theory of the self	Asking questions to frame learning & understanding Applying concepts to novel real-world examples	Distinguishing between questions asked for different purposes Consideration of how description & evaluation can be framed with the same set of questions (transfer of learning) Reflection on effectiveness of own questioning
How will this lesson build on previous learning?	Students have been learning about a series of approaches to Psychology. The humanistic is the last approach they will learn about. During this phase of the course they have been using an on-line forum to ask questions about each approach to be answered by their teacher. Recently they have been given exercises in re-reading questions and answers from the forums and identifying features of effective questions. The metacognitive elements of this lesson are aimed to help them formalise their understanding of the role of questioning in effective learning and the differences between effective and ineffective questioning.		
How will learners restructure their understanding?	Students have learned that most approaches to psychology have similar features: a concern with the objective study of human behaviour and a deterministic outlook. During this lesson they will discover that not all approaches to psychology share these priorities.		
How will learners be required to solve problems?	An ongoing feature of this lesson is that students need to 'buy' each question they ask the teacher; they therefore need to think beforehand about whether they actually need to ask (or can work things out for themselves) & what's the best way of framing their questions to obtain the maximum 'return' on their outlay. During the 'murder mystery' task they will need to integrate fragments of information to arrive at an understanding of the key features of the Humanistic approach. The analysis & application task requires them to identify features of humanistic psychology in context and use them to understand real-world behaviour.		
How will learners get to practice?	There are frequent reminders to keep students focused on questioning as a metacognitive feature of the lesson. The application phase requires repeated use of the same core concepts.		

Learning outcomes**AQA Psychology AS Specification B generic assessment objectives:**

- AO1: show knowledge and understanding of psychological concepts, theories, research studies and applications;
- AO2: show skills of commentary, criticism, analysis and evaluation of psychological theories, research studies and applications.
- AO3: show appreciation of How Science Works in psychology

AQA Psychology Specification B PSYB2 subject content. 3.2.1 Social influence.

- [Candidates may be expected to demonstrate AO1, AO2 and AO3 in relation to the Humanistic approach to psychology. Concepts of free will, self and self actualisation. Conditions of worth.

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

- LO1 - Describe the main assumptions of the Humanistic approach to psychology.
- LO2 - Analyse real-world examples to identify humanistic concepts in context
- LO3 - Frame questions to elucidate knowledge and understanding of approaches to psychology

Most will be able to:

- LO4 - Describe Rogers' theory of the self
- LO5 - Analyse real world interactions in terms of congruence, incongruence and provide psychological explanations of a variety of different reactions to the same situation.
- LO6 - Reflect on the relationship between their analysis and their own reactions to similar situations.
- LO7 - Frame questions to guide evaluation of approaches to psychology
- LO8 - Distinguish between effective and ineffective questioning.

Some will be able to:

- LO9 - Explain relationships between features of the humanistic approach
- LO10 - Deduce further features of the approach e.g. research methods; position in key debates
- LO11 - Analyse own and others' behaviour in Rogerian terms
- LO12 - Identify & elaborate on weaknesses in the Humanistic position

	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual knowledge	LO1	LO1 LO4		LO9		LO10
Conceptual knowledge		LO2 LO4	LO2 LO5	LO5 LO9 LO11	LO12	
Procedural knowledge			LO2 LO5			
Metacognitive knowledge		LO3		LO6 LO8 LO11	LO7	

Assessment strategies	
Question and answer	Throughout. Assertive strategy will be used with majority of questions being directly targeted. Wait time and discuss time will be used as necessary. See also section on differentiation.
Self assessment	Reflective activity during review – effectiveness of questioning.
Peer assessment	
Observation of skill	Possible during application task
Assignment/homework	Application of learning to own experiences.
Summative test	Review quiz following ‘murder mystery’ task.
Teaching and learning techniques (tick as applicable):	
Whole class teaching	✓ Presentations
Coaching and instruction	Discussion ✓
Working in small groups	✓ Practical exercises ✓
Individual project work	Practical demonstrations
Role-playing exercises	Copying notes
Thought questioning	✓ Comprehension questions ✓
About the learners	
Inclusion:	
SEN	
G&T	
Differentiation	By learning outcome . Learning outcomes have been structured to ensure they cover a range of cognitive processes from low to high order. This does not in itself differentiate the learning but does provide a suitable context against which differentiation can be planned. By questioning strategy . High order/open questions will be favoured throughout the session. These allow a range of possible responses, ensuring that students’ development of analytical and evaluative thinking is not constrained by a narrow focus on factual recall. Questions will be targeted at individuals (using a QPN strategy to ensure inclusion and involvement) and wait time/discuss time will be used to (a) ensure that all learners are given an opportunity to formulate responses and to facilitate peer teaching/learning, regarded as one of the most effective differentiators for high as well as low end achievers (the most able learners benefit most). Questioning will be scaffolded where appropriate/necessary and Socratic in general approach, emphasising students’ ability to make their own connections between ideas (constructivism/instrumental conceptualism) and students will be encouraged at all times to take possession of ideas through speech in order to facilitate the incorporation of these into their own thinking. By support . There will be limited opportunities to differentiate by verbal support through some phases of the lesson. Ad hoc judgements will be made and interactions will be small group focused wherever possible to (a) spread ‘face-time’ and (b) facilitate peer involvement in the learning process. By extension and response . Additional questions designed to stimulate higher order, evaluative thinking will be made available to learners who finish the main analysis activity. There is a danger that these may inadvertently differentiate by workrate but this is an inherent risk in this type of approach. Feedback on learning tasks is AfL based, so an additional differentiator will be the nature of the feedback given which will be targeted at improvements that will facilitate the development of the individual learner. Other differentiation opportunities may arise that are developed on an ad hoc basis.
Health & safety: see departmental risk assessment.	

Lesson sequence:	
Timing:	Content:
0-5	Orientation: what are the best questions to ask to (1) find out about an approach; (2) evaluate an approach. Allow short discuss then take suggestions from nominated students. Introduce session aims highlighting metacognitive features.
5-10	Presentation: (1) need to 'purchase' questions (distribute 'cash'); (2) humanistic psychology as a reaction to psychodynamic and behaviourist approaches. Question (if timings OK): what do we mean by pessimism/determinism. Allow short discussion, take suggestions.
10-30	Preparation: small groups must come up with questions to frame their understanding of the approach. Activity: Basic humanistic ideas – 'murder mystery' format. Students must deal out cards face down. Construct a shared understanding of the basics of the humanistic approach. Rules: may only look at own cards; only one person in group may write things down. Remind: all must understand; all will be tested. Allow 10 minutes. During, circulate and allow questions – remember payment. 5 minutes for test (Qs on board). Nominate individuals to give answers. Where can't, explore why, focusing on learning during task. Give questioning opportunity . Remember payment.
30-40	Activity: applying the humanistic approach. Students read the conversation & use as many humanistic ideas as they can to analyse what's happening. Aim to explain the reactions of the three girls to their exam results. Allow 5 mins. Conduct structured discussion to elucidate & expand understanding. Give questioning opportunity . Remember payment.
40-50	Activity: comparisons & contrasts. Students must think of another approach and identify – write down – one similarity and one difference between it & humanistic approach. After 2 mins allow small groups to share & then nominate some to feed back. Reflection (drop if timings out). Who would you choose to be taught by? Why? What questions would you ask them? Explore & discuss.
50-60	Reflective review. Did you make good use of your questioning opportunities today? Students should use questions on board to self assess. Nominate some to explain, if time. Homework: post a response to the VLE forum thread 'how is your questioning?'
Resources: Humanistic 1 slides Humanistic approach 'murder mystery' cards 'Overheard conversation' handouts Psychology 'cash'	