

<b>Topic &amp; specification ref:</b> Social facilitation 1: concepts & studies PSYB2 social psychology – social influence			
<b>Lesson aim:</b> Explain the concept of social facilitation & some related evidence.			
<b>Material to be learned:</b>			
<b>Concepts</b>	<b>Facts</b>	<b>Skills</b>	<b>Metacognitive</b>
Social facilitation	Triplet (1897) Zajonc et al (1966) Michaels et al (1982)	Describing a study Making predictions Explaining reasoning	Psychological evidence as scientific evidence – connection with prior learning. Assessment of own learning.
<b>Assessment strategies</b>		<b>Details as appropriate</b>	
Question and answer		Throughout. Scaffold as appropriate.	
Self assessment		Checking own learning against topic outcomes.	
Peer assessment			
Individual learner review			
Group presentation			
Observation of skill			
Assignment/homework		Hypothesis formation task.	
Summative test			
<b>Teaching and learning techniques (tick as applicable):</b>			
Whole class teaching	<input checked="" type="checkbox"/>	Presentations	
Coaching and instruction		Discussion	<input checked="" type="checkbox"/>
Working in small groups		Practical exercises	
Individual project work		Practical demonstrations	<input checked="" type="checkbox"/>
Role-playing exercises		Copying notes	<input checked="" type="checkbox"/>
Case study		Comprehension questions	
<b>Inclusion:</b>			
SEN			
G&T	Extension research task to hit A* criteria.		
Other			
<b>Health &amp; safety:</b> see departmental risk assessment			
<b>Lesson sequence:</b>			
<b>Timing:</b>	<b>Content:</b>		
0-15	Set up a calculator by pressing 1++= First student in – press calculator = key (increment) for 1min. Note number reached. Do this as class are entering; don't make a big thing of it. <b>Introduction:</b> social psychology. Lesson aims. <b>Demo:</b> Set up calculator again. Ask for a volunteer. Seat her at a desk and get whole class round to look Get volunteer to press calculator key repeatedly for 1m. . Note result. Explain setup (key pressing task with/without audience). <b>Questions:</b> who do you think reached a higher number? Why? Elaborate on students' responses. Conclude with idea that performance changes in the presence of other people.		
15-45	<b>Presentation:</b> doing psychological studies – AMFCs. Triplet (1897). <b>Question:</b> <ul style="list-style-type: none"> <li>What do you think results were? Why?</li> </ul> Zajonc et al (1966) simple task <ul style="list-style-type: none"> <li>What do you think results were? Why?</li> </ul> Zajonc et al (1966) complex task <ul style="list-style-type: none"> <li>What do you think results were? Why?</li> </ul> <b>KEY POINT:</b> in science/psychology involves making predictions (hypotheses) and obtaining evidence to see if they are correct or not. <b>Activity:</b> drawing conclusions. Show graph, ask for conclusion about effects of two variables.		

45-55	<p><b>Plenary</b> – checking own learning. Using topic sheets, students identify one thing...</p> <ol style="list-style-type: none"><li>1. they can do</li><li>2. they can do with assistance</li><li>3. they can't do</li></ol> <p><b>KEY POINT:</b> need to continually assess own learning against what is required; take action if not making progress.</p> <p><b>Homework:</b> from the handout 'social facilitation studies activities' read the section on Michaels et al (1982) and complete the questions. Extension task for A* level.</p>
<p><b>Resources:</b> Slides : social facilitation 1 Calculator Handout: studies of social facilitation.</p>	