

<b>Topic &amp; specification ref:</b> Social facilitation 2: arousal & response dominance			
<b>Lesson aim:</b> Explain why an audience affects performance; how different types of response may be affected differently. Promote skills of analysis & application.			
<b>Material to be learned:</b>			
<b>Concepts</b>	<b>Facts</b>	<b>Skills</b>	<b>Metacognitive</b>
Dominant and non-dominant response.	Yerkes-Dodson curve Factors that determine task performance Sources of arousal	Analysis of everyday behaviour Making hypotheses Assessing hypotheses	Consider links between domain of scientific understanding and personal experience.
<b>Assessment strategies</b>		<b>Details as appropriate</b>	
Question and answer		Throughout, with key questions flagged. Scaffolding as necessary..	
Self assessment			
Peer assessment			
Individual learner review			
Group presentation			
Observation of skill			
Assignment/homework		Homework task extends of predicting from theories to notion of competing theories and evaluation of hypotheses against evidence.	
Summative test			
<b>Teaching and learning techniques (tick as applicable):</b>			
Whole class teaching	✓	Presentations	
Coaching and instruction		Discussion	✓
Working in small groups	✓	Practical exercises	✓
Individual project work		Practical demonstrations	
Role-playing exercises		Copying notes	✓
Case study		Comprehension questions	
<b>Inclusion:</b>			
SEN			
G&T	Homework activity presents significant challenge.		
Other			
<b>Health &amp; safety:</b> see departmental risk assessment			
<b>Lesson sequence:</b>			
<b>Timing:</b>	<b>Content:</b>		
0-10	<b>Starter:</b> do you do your exam alone or in the hall? Use as a basis for recall of the concept of social facilitation. Introduction & further recall: Triplett, Zajonc et al, Michaels et al. <b>Question:</b> <ul style="list-style-type: none"><li>What do these studies tell us about the effect of an audience (or co-actors)</li></ul>		
10-25	<b>Presentation:</b> arousal as the cause of social facilitation. The Yerkes-Dodson curve. <b>Question:</b> <ul style="list-style-type: none"><li>What does the graph tell us about the relationship between arousal and task performance?</li></ul> <b>KEY POINT:</b> arousal facilitates performance only up to a point (use animation). <b>Activity:</b> analyse group work; athletic performance (see 'arousal and performance' handout).		
25-35	<b>Presentation:</b> dominant & non dominant responses. Task: identify a dominant and a non dominant response from own behaviour. Nominated students explain. <b>Activity:</b> apply concept of response dominance to Zajonc & Michaels. Feedback.		
35-45	<b>Question:</b> <ul style="list-style-type: none"><li>Why does the presence of an audience increase arousal levels?</li></ul> Take suggestions. <b>Presentation:</b> three explanations – <b>homework activity</b> (see 'sources of arousal' handout) – read about three explanations of arousal, decide how well Zajonc, Triplett, Michaels fit each explanation. Then read about a further study and predict what will happen if each different explanation is true.		

45-55	<b>Plenary:</b> application & analysis Three scenarios – use the psychology from the past two lessons to explain what’s happening (see ‘arousal & performance’ handout)
<b>Resources:</b> Slides: social facilitation 2 Handout: arousal and performance Handout: sources of arousal (homework)	