

Teacher's Guide to

Changing Thinking

CHANGING PEOPLE



Australian curriculum consistency

Psychology continues to be the most popular non-voluntary VCE subject choice for the last few years within the Victorian school curriculum. As NSW and Queensland have not yet offered psychology to their secondary students, it does not currently exist in the National Curriculum.

Psychology however nicely fits within the aims of the National Curriculum, particularly the goal of “not so much the performance of our students on international tests, but rather student engagement and interest in science” (ACARA, 2010) and wanting to focus “on the personal and practical relevance of science to students as well as attention to contemporary science issues. This is to give teachers the basis for teaching science in a way that will engage students in meaningful ways and prepare them to use science in everyday life.” (Ibid).

UNIT DESCRIPTION

“Changing Thinking, Changing People” is a unit about **social psychology**, the science of investigating how people think, feel and act and react to each other and how it can be used to influence and bring change to individuals and wider groups. It will develop skills of forming and testing hypotheses (problem-solving), collecting and analysing psychological data, and communicating findings through different means.

Page 4 of the Student workbook shows how aspects of the Course deals with the 3 key strands as well as relates to the unifying ideas of “Evidence, models, explanations and theories”; “Form and Function” and “Interdependence”.

3 General Capabilities are also listed below using the current VELS terms.

assessment components	required
Science Understanding (using principles and models to explain, predict and apply to new situations)	
> Understanding the interrelated model of thoughts, feelings and actions	✓
> Appreciate theories of normality, attribution (why people behave as they do), identity, self-talk and communication	✓
> Appreciate the complementary nature of form and function of human behaviour (focussing more on the ‘why’ than the ‘what’) through the Adult Life Project	
Science Inquiry (posing questions, observing, measuring, analysing, interpreting and reporting findings)	
> Understanding the scientific method in relation to mental processes & behaviour	✓
> Identify, analyse and ask their own questions in relation to human psychology	✓
> Collecting and analysing various data on people in and out of class settings, including videoing of yourself individually (like Big Brother Diary Room)	✓
> Making systematic observations and reporting in the Social Norms Project	✓
> Interviewing and identifying three clear qualities of a human in the Adult Life Project	✓
Science as a Human Endeavour (exploring social and ethical issues)	
> Discussion of normality, particularly as defined by the society it exists in	✓
> Analysis of modern Communication Media (compared to face-to-face interaction) in impacting and changing human relationships	✓
The Individual learner (internal understanding of how to learn and develop further)	
> Willingness to try to learn and practice new skills	✓
> Awareness of how they work best within a classroom environment	✓
> Awareness of how to deal with difficulty and frustration	✓
Managing Personal learning (organising self and getting support to perform well)	
> Bringing a pen (or pencil) and workbook to each class	✓
> Meeting deadlines and milestones for each required work	✓
> Having a clear understanding and meeting requirements for each task	✓
Working in Teams	
> Contribution to Self-Talk Group Role Play planning & performance	✓
> Class activities participation	✓

ACARA. (2010). Australian Curriculum Information Sheet: Science.

Semester Planning

Obviously it is up to you how you want to plan your own course. There's not too much in the Student Workbook to not get it completed, however I will be suggesting a lot of additional material for you to work with to flesh some of the content further out.

Workbook:

I prepared spiral bound copies of the workbook for each student, including about 7 additional lined pages at the back. This meant they only needed the workbook (and a pen or pencil) as their required class materials.

USB portable hard drive - although not essential, might be useful throughout the course, particularly if they wanted electronic copies of some of their work.

Ideal Resources suggestions:

Access to either iPads (other tablets with cameras) or laptops with video cams built in (or access to a classroom with videocam equipped individual computers) for a period near the start of the course and at the end, to allow students to record their own personal introductions.

Access to a classroom where students have individual access to computers capable of making movies for about 6 hours and 40mins in total sometime mid-semester.

iPads/tablets with cameras, Flipcams, or a school policy allowing mobile phone cameras to be used for the recording of the students self-blog would be nice.

Access for students to individually access reachoutcentral.org, and some psychology related websites for about 3-4 periods.

Media suggestions:

TV Series: Kyle XY - the first episode in particular is useful of introducing the topic of looking at life from completely fresh eyes.

Evan Almighty: Almost most comedies could be used, but I use this to illustrate the connection between thoughts > feelings > actions.

Scheduling suggestions:

I always arrange "Breaking the Social Norm" project around a school sports day - where there is a break of normal routine and particular dress occurring. You can base the timing of that project around a similar but alternative school/community event if you like.

For the "Adult Life Movie" project, I arrange for 2 weeks (roughly 8x50mins) access to a classroom where students have individual access to computers capable of making movies. Showing movies, I always try to start showing it in the periods of the week I have the most time, so the students can get most immersed into it and therefore feel involved enough to want to see the rest next time with some level of excitement.

Otherwise I work pretty much sequentially through the book.

Remember the pace is set by you.

Suggested Course outline

Wk		Area
1	A	Psychology pre-test. What is psychology? - concept map. Definition.
	B	What should this class be like? Discussing expectations. Who are you - Videoing.
	C	What is thinking / feeling / behaviours?
	D	Human Observation Project
2	A	Feelings hunt.
	B	Recognising feelings.
	C	Thinking & thoughts.
	D	Happening > Thinking > Feeling > Actions
3	A	Watch movie: eg "Evan Almighty"
	B	Watch movie: eg "Evan Almighty"
	C	Watch movie: eg "Evan Almighty"
	D	Interrelationships between Thinking + Feeling + Actions + Physiology
4	A	Activities, Skills & Habits
	B	Watch 'Kyle XY - Episode 1' - New eyes
	C	Scientific method
	D	Brainstorming own questions about humans
5	A	Variables & Hypotheses
	B	Different Psych data collection approaches
	C	Different Psych data collection approaches
	D	Data collection - Life events questionnaire
6	A	Normality
	B	Social norms & Schemas
	C	Flash mobs & breaking norms
	D	Project: Social norms planning
7	A	Paradigms / New perspectives
	B	Watch movie: eg "Paper clips"
	C	Watch movie: eg "Paper clips"
	D	Watch movie: eg "Paper clips"
8	A	Project: Social norms execution
	B	Project: Social norms write up
	C	Project: Social norms write up
	D	Watch 'Kyle XY - Episode 3' - Truth and lies
9	A	Identity & About yourself - concept map
	B	About yourself booklet
	C	Project: Adult life movie planning
	D	Project: Adult life movie planning
10	A	Project: Adult life movie planning
	B	Self-disclosure to others
	C	Psychology as a career
	D	Psychology options

Wk		Area
11	A	Project: Adult life movie
	B	Project: Adult life movie
	C	Project: Adult life movie
	D	Project: Adult life movie
12	A	Project: Adult life movie
	B	Project: Adult life movie
	C	Project: Adult life movie
	D	Project: Adult life movie
13	A	Attribution
	B	Applying attribution
	C	Applying attribution
	D	Locus of control
14	A	Self-talk
	B	Self-talk
	C	Self-talk role-plays planning
	D	Self-talk role-plays planning
15	A	Self-talk role-plays
	B	Self-talk role-plays
	C	Self-talk role-plays
	D	Self-talk role-plays
16	A	Communication
	B	Communication media
	C	Project: Evaluating Communication Medium
	D	Project: Evaluating Communication Medium
17	A	Project: Evaluating Communication Medium
	B	Communication media analysis
	C	Emotional bank account
	D	Emotional bank account
18	A	Reachoutcentral.com
	B	Reachoutcentral.com
	C	Reachoutcentral.com
	D	Reachoutcentral.com
19	A	Attitudes & measuring attitudes
	B	Funeral planning
	C	Funeral planning
	D	Who are you - Videoing.
20	A	Course review and evaluation
	B	Open Question Time
	C	Course review and evaluation
	D	Open Question Time

Pretest Name:

How much do you know already about science?

1. What do the following words mean?

Objective.....

Hypothesis.....

Science.....

Psychology.....

Attribution.....

Habit

Self-talk

2.

	True or False
Other people can make you feel embarrassed.	
How well someone else likes you is totally out of your control.	
It is possible for someone else to know always exactly what you are thinking.	
Psychology can be used to make people more likely to buy something.	
When excited you are more likely to do things you normally wouldn't do	
If you act too different from normal people, others will always think badly about you	

3. Micah is interested in finding out what factors are involved in whether students cheat or not in tests. Describe an experiment he could set up to study cheating.

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Class outline: Week 1

Session A

Give out **Pre-test**. Reassure them that you don't expect them to know any of the answers, but you want to get an idea about what they already know and so for them to do their best. If they don't know something, just give it their best guess.

Write Psychology in the middle of the board. Get them to do the same on a blank page, and then brainstorm all words that come to mind.

Get two people to volunteer as scribes. Give them each a whiteboard marker and write the ideas the students had.

Then try to come up with their own definition of psychology.

Give them warning about next time where they will need to video themselves giving an intro.

Session B

Explain the ideas behind this class is to allow students to explore science in something that applies to their lives - other humans and themselves.

Brainstorm expectations/suggestions for other students and the teachers in order for this to be an ideal class.

Discuss the expectations.

Self-introductions:

Using iPads, computers/laptops with webcams (All Macs have Photobooth which will video record) or "Flip" cameras or their own mobile phone cameras, they are to do a 30 seconds intro on who they are. It's up to them to think about what they think they need to say for someone else to get to know them, and know them well.

Reassure the students that no one has to see it if they don't want to, but that it is for the teacher and themselves at this point.

Session C

Tell them we're about to do an active activity - if not enough room in the classroom, get them to do activity outside where they won't be disturbed or disturb others.

Big circle. Get them to do stable stance. Feet shoulder width apart, and knees slightly bent.

Teach them about 'stomach breathing' - deep breathing from the stomach not the chest. If you put hands on your stomach with your fingers splayed apart between those of the other hand, when breathing it should separate the two hands. Usually shoulders move when someone breathes from their chest and not stomach.

Practice breathing this way for a minute or so.

Demonstrate the difference by asking for two volunteers roughly the same height and size. Get one to breathe from their chest, and get the other behind her to wrap arms around her chest and lift the person breathing. Then instruct the first volunteer to breathe from the stomach - make sure they feel they are doing it right. Then get the second person to lift them up the same way. Usually there is a noticeable difference.

Once comfortable with the breathing. Play Fey, Thai, Beh!

Give backstory - if you're Asian, can say learned this family secret from your grand-dad; otherwise can say learned this from travelling overseas from a buddhist monk.

Need to know only 3 moves.

Fey: where hand moves up from the side and with a cutting motion, crosses the chest. Can use either the left hand (ending up point to the right side of their own body) or right hand (ending up point to the left side of their own body).

Thai: where the hand now does a cutting motion above the head but rests pointing to the next person. Again can use either the left hand (ending up point to the right side of their own body) or right hand (ending up point to the left side of their own body).

Beh: This can be used with either hand, but the person with a cutting motion points to someone else in the circle.

These moves must always be done in sequence: Fey, then Thai then Beh! Each time you need to say the correct move you are doing.

We'll play a game to practice these moves. A person starts with Fey, then if he points to the right, the person to the right of them needs to do the Thai move (who eg does the movement with his left hand) means the person to his right can then point at anyone they wish, and the sequence begins again.

This game can be played as an elimination. But try not to dwell on it too long.

Later on...

Get them to turn to page 7. Get them to write the following definition:
"Psychology is the scientific study of feelings, thoughts, and behaviours."

Highlight to them: Fey (feelings across the heart); Thai (thoughts involve the head); and Beh (behaviour - the outward actions that can be seen by others).

Get them to repeat the definition a few times. We come back to define what exactly we mean by scientific study but what it means is that if we study something really well, we can not only predict, but control what goes on.

Exercise:

While sitting at your desk, lift your right foot off the floor and make clockwise circles. Now, while doing this, draw the number 6 in the air with your right hand.

Continue doing this while I write something on the board: "Your foot is now moving counter-clockwise".

Explain initial pages of the workbook and give advance warning of projects.

Explain how we will justify the appearance of work.

Session D

From here on it would be useful to start all classes with 1 minute of deep breathing. This not only relaxes them but will help create a boundary between this class and other classes to help them have a different attitude towards this class.

Review the definition of psychology: The scientific study of thoughts, feelings, and behaviour.

Generally everything humans or animals do can be classed as either a thought, feeling or behaviour.

Ask for a definition for behaviour.

For psychologists, behaviour is defined as: "any observable action".

That is anything someone does that can be observed or measured in some ways. Another way is to say they are external processes.

Whereas Feelings and thoughts are considered mental or inner processes.

Get students to fill in: Page 8. Don't give them too much guidance.

Discuss student results for each activity.

Generally: B, F (though often people show it in B), B, B, T, T or B, F, T, B,T, B (and some T & F), B, T & B, B, B & T (& sometimes F).

Science involves observing whatever it is we're interested in, so with psychology, a lot of observations involving watching and recording the behaviour of others.

Although Page 9 has the general format for a written report, most students will be more compliant if they actually type this report out on their mobile phone (or using the Notes app on their iPod touch device).

Ensure all understand what they are doing with this report. You might want to model what you would notice through using a movie excerpt of two people meeting for a meal.

Class outline: Week 2

Session A

1. Write the following points on the board:

- a. Definitions recap
- b. Class brainstorm on feeling words.
- c. Naming a variety of...
- d. Explaining to an alien...

2. Call Roll.

3. Ask anyone if they can tell you the definition of psychology without looking at their book:

- Psychology is the scientific study of thoughts, feelings and behaviours.

4. Get them to write on Page 7

- **Feeling** is for the conscious subjective experience of emotion.

Explain what each word means...

- conscious means 'you're aware of it'
- subjective means 'personal or only within yourself'
- emotion means physical experiences. (Get them to write these additional words with the definition linked to the relevant word).

5. Ask for a volunteer to be the writer on the board. Brainstorm 15 different 'feeling' words on the board - don't censor words or allow others to complain about them.

6. After cull any words that aren't necessarily feelings - some will be thoughts or attitudes. (eg Smart)

7. Get them to turn to page 10 and in the first column get them to write brainstorm more different feeling words. Most number of different feeling words will score another fantale.

8. For 30 minutes, get them to look through newspapers (stored in storeroom at back of R3 with scissors and glue sticks) and cut and paste as many different emotions in their book. Make sure to label them.

9. Once finished, then get them to choose three (3) feeling words - write word and give a definition or an explanation of what that feeling is to an alien from outer space or a 8 year old child. Fill this in at the back of their book where there are blank sheets of paper.

Positive > Intense: loved, adored, idolized, alive, wanted, lustful, worthy, pity, respected, empathy, awed, enthusiastic, zealous, courageous **Positive > Strong:** enchanted, ardor, infatuated, tender, vibrant, independent, capable, happy, proud, gratified, worthy, sympathetic, important, concerned, appreciated, consoled, delighted, eager, optimistic, joyful, courage, hopeful, valiant, brave, brilliant **Positive > Moderate:** liked, cared for, esteemed, affectionate, fond, excited, patient, strong, gay, inspired, anticipating, amused, yearning, popular, peaceful, appealing, determined, pleased, excited, jolly, relieved, glad, adventurous, peaceful, intelligent **Positive > Mild:** friendly, regarded, benevolent, wide awake, at-ease, relaxed, comfortable, content, keen, amazed, alert, sure, attractive, approved, untroubled, graceful, turned on, warm, amused, daring, comfortable, smart, interested

Negative > Mild: unpopular, listless, moody, lethargic, gloomy, dismal, discontented, tired, indifferent, unsure, impatient, dependent, unimportant, regretful, bashful, puzzled, self-conscious, edgy, upset, reluctant, timid, mixed-up, sullen, provoked

Negative Moderate: suspicious, envious, enmity, aversion, dejected, unhappy, bored, forlorn, disappointed, wearied, inadequate, ineffectual, helpless, resigned, apathetic, shy, uncomfortable, baffled, confused, nervous, tempted, tense, worried, perplexed, troubled, disdainful, contemptuous, alarmed, annoyed, provoked

Negative Strong: disgusted, resentful, bitter, detested, fed-up, frustrated, sad, depressed, sick, dissatisfied, fatigued, worn-out, useless, weak, hopeless, forlorn, rejected, guilty, embarrassed, inhibited, bewildered, frightened, anxious, dismayed, apprehensive, disturbed, antagonistic, vengeful, indignant, mad, torn

Negative Intense: hate, unloved, abhor, despised, angry, hurt, miserable, pain, lonely, cynical, worthless, impotent, futile, accursed, abandoned, estranged, degraded, humiliated, shocked, panicky, trapped, horrified, afraid, scared, terrified, threatened, infuriated, furious, exhausted

Session B

Recap definitions of psychology and feelings and behaviour.

This is a 25 minute test on screen - re recognising faces and emotions.

[Faces and Personality](#)

https://www.testmybrain.org/consent_all.php?exp=65

Otherwise can do it manually:

Turn to page 12 'variety of feelings' worksheet and get them to fill in DIFFERENT 'feeling' words under each expression. Encourage them to do it in pencil if possible. Get them to finish it off for homework - get parents to help if needed. Make sure every expression has a different feeling word under it - DON'T DOUBLE UP! (or use a word more than once).

From the early studies on emotion recognition by people like Ekman and Izard in 1972 and 1971 respectively, it has been hypothesised that emotions can be recognised universally across all cultures and settings. However more recent research suggests that within cultures, there is a greater accuracy of recognition that suggests there are additional nonverbal cues that might be in play.

Elfenbein, H. A. & Ambady, N. (2003). Universals and Cultural Differences in Recognizing Emotions. *Current Directions in Psychological Science*. Vol 12, No. 5, Oct 2003. pp 159-164.

Debrief answers.

Handout sheet on facial expressions and go to this website:

<http://www.cultsock.ndirect.co.uk/MUHome/cshtml/nvc/nvc3a.html>

Each student should read the article, answer the questions on the worksheet, and do the emotion matching exercise.

Session C

Recap definitions of psychology and feelings and behaviour.

Definition of thinking:

the conscious process of considering models of self and existence and how to operate and exist

Feel free to substitute this with another song or poem of your choice.

Other suggestions: Imagine by John Lennon (1971); One Vision by Queen (1986); Television, the Drug of the Nation by The Disposable Heroes of Hiphoprisy (1995); Anthem by Good Charlotte (2002); Better People by Xavier Rudd (2007); The Fear by Lily Allen (2009).

Discuss the lyrics of the song.

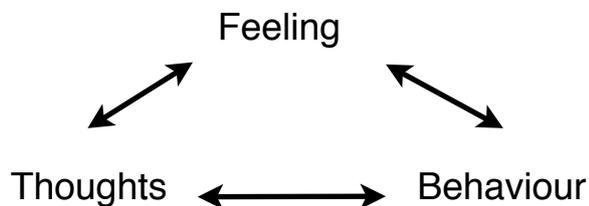
Relate the lyrics back to the definition of thinking and thoughts.

Might want to look at some of the stupid laws of the world, and discuss what the thinking went behind them. Or possibly photos of not intelligent thinking (failblog).

Session D

Ask the class how they think thinking, feeling and behaviour are related?
Does one affect the other? If so how?

Get them to draw the following diagram into their books on page 14:



Write these and then brainstorm example of each on the board:

Thoughts -> Feelings
Thoughts -> Behaviour

Feeling -> Behaviour
Feeling -> Thoughts

Behaviour -> Feeling
Behaviour -> Thoughts

eg

<i>Thoughts -> Feelings</i>	<i>You're going to get a lolly -> Feel better</i>
<i>Thoughts -> Behaviour</i>	<i>You're going to get a lolly for class participant -> Be more involved.</i>
<i>Feeling -> Behaviour</i>	<i>You feel happy -> treat people around you better</i>
<i>Feeling -> Thoughts</i>	<i>You feel happy -> more positive about trying something new</i>
<i>Behaviour -> Feeling</i>	<i>Go for a bike ride -> Feel happier</i>
<i>Behaviour -> Thoughts</i>	<i>Go for a bike ride -> Worry less about a problem</i>

Ask them if they think any other factors affects these three in a person?

(If they don't come up with it you might want to talk about physiology or biology.
Generally everything else impacts on the person through these three and/or physiology.

Draw this table on the board:

Event	Thoughts	Feelings	Behavioural...
Your turn next to bat at cricket	"I'm very good at hitting balls"	Confident and excited	Watchful and ready to hit
Your turn next to bat at cricket	"This is a boring game"	Bored and uncaring	Make only token or no effort at all

Get them to discuss in pairs and write answers in page 15.

Class outline: Week 3

Session A, B, C - watch Evan Almighty.

Use video worksheet.

Session D -

Debrief Evan Almighty in light of

Events > Thoughts > Feelings > Behaviour

Class outline: Week 4

Session A

ABILITIES, SKILLS & HABITS

There are certain behaviours, abilities and skills that we are all born with, and other things we learn through the various experiences we have in life.

BEHAVIOURS, ABILITIES, SKILLS & HABITS INBUILT / BORN WITH LEARNED / DEVELOPED IN LIFE	eg Pull back hand when touch something hot
	eg Riding a bike

Things we learn really well often become **habits**, behaviours and thinking that we do automatically without much effort. Some of these habits are helpful for our lives so we call them 'good' habits, while 'bad' habits are those that are not helpful or appropriate.

Name some bad habits other people you personally know have:

Name some good habits other people you personally know have:

16 © ⓘ 2010 ANDREW CHUA

p16 - Get someone to read out loud the first sentence and explain the table.

(Basically students are being asked to identify:
behaviours that they **learn** in life vs behaviours that they are just **born** with.)

inbuilt - eg blinking, crawling, pooing, weeing, sleeping, crying, chewing.
Learned - eg speaking, kicking a footy, riding a bike, writing, using a computer, using a mobile, dressing, not pooing and weeing all the time, talking.

Discuss answers.

Read section under table.

Habits are any ways of behaving or thinking (usually learned) that are done over and over again in their life (without much effort at all).

Eg How we hold a bat, tie a shoelace, towel dry ourselves, add up two numbers, know the way home.

Discuss what they think the difference between good vs bad habits mentioned here means.

Good are those that are useful to make your own life better.

Bad are those that lead to making your life more difficult or undesirable.

Get them to fill in below:

Name some bad habits:

Nose picking, chewing on a pen, being late, look down whenever you think you're being told off, skitz up when a teacher tells you off, etc.

Name some good habits:

Quick catching response, saying thank you after someone does something for you, washing your hands after going to the toilet, etc.

Discuss answers.

TRAINING BODY & MIND HABITS

CONTROLLED PROCESSES

Usually when we learn something new or do a difficult task, it takes a fair amount of effort. A **controlled process** is an activity we do that involves focussed attention to deal with information and requires mental effort. It is difficult to do more than one controlled process at a time.

Examples of controlled processes for you

eg learning a foreign language for the first time

AUTOMATIC PROCESSES

Automatic processes require little conscious awareness and mental effort, minimal attention and do not interfere with other activities. It is possible to do more than one automatic process at a time.

As you gain experience, controlled processes can become automatic (eg learning to drive involves controlled processes of managing clutch and accelerator, but experienced driving involves automatic processes of these).

Examples of automatic processes for you

eg listening to music

Practically all habits are automatic processes, that is things we or other people do without thinking. Each person has their own unique combination of automatic processes, that is not everyone has the same ones or react in the same way automatically as we do (eg how they kick a footy, quickly they memorise phone numbers, whether they bite their nails, or how well they play video games).

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Get a volunteer to read the first paragraph

(Controlled process - is the technical term for any activity that takes a lot of mental effort to do.)

Get them to fill table for an example of a controlled processes

Discuss answers.

(Automatic process - is the technical term for any activity that doesn't take much mental effort to do. Some activities can start as a controlled process and later become a automatic process.)

Get them to fill table for an example of a automatic processes

Discuss answers.

Describe your morning but say before prefix (that is before you say any thing you did start the sentence with: "I chose to...")

We do so much of life on automatic. If you can't think of what you've done, your brain's on autopilot.

You're missing stuff.

PRACTICE MAKES PERFECT

DEVELOPING GOOD SKILLS (OR HABITS)

We've all heard that practice makes perfect. This has to do with how our brain works. The more your brain does something, the more it gets used to doing it, and the more natural it ends up becoming for the brain. A habit or 'natural' skill or automatic process becomes created.

Technically, your brain is organised as lots of nerve cells (neurons) linked together in networks; or systems of intersecting paths. Whenever you think or learn something new, the neurons create new connecting points to form a path (a bit like initially bush-bashing a path through thick scrub). The more times you think about that same thing, the more stronger and more travelled the path becomes. So, when you think about it lots, the path becomes more of a well-formed road - and it is easy to find and quicker to go down the path.

So **practice** builds a stronger path, and **allows the brain to access the skills and knowledge there more easily and quicker**. When you don't think of something (or don't practice) for a while, the path to it can get overgrown and hard to find again.

ΛΓΙΣΜΟ ΚΑΙ ΦΥΣΙΚΟΙ ΔΕΞΙΟΤΗΤΕΣ (BODY) SKILLS

Generally when we think of habits or developed skills we think of physical action skills. But mind skills work the same way too. But because we think faster than we act, we often don't even realise we have thought something before we move to the next thought. At this stage, no matter how impressive we think computers are, the human brain is still capable of faster calculations: 10^{12} - 10^{14} operations per second (you can think faster than you can read).

Practically every skill we have has **mind skills** associated with it.

And just as you can have 'good' habits of the mind, you can also have 'bad' habits of the mind.

MIND SKILLS	HELPFUL (GOOD)	eg When you're nice to people, other people are nice to you
	UNHELPFUL (BAD)	eg It's ok to pick on weak people because they can't fight back

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Up to now we've been talking about behaviours (things we do that can be seen by others - or more technically: any observable action).

This page is about how our brain learns and stores what it learns.

Every time we learn something new, it's like building a little hut in the middle of the bush where the thing learned is stored (whether it is a fact, a memory of an event, or how we do something).

Anything learned new will be a bit hard to get to. But the more we do it or think about it, the more we travel through the bush to get to it, the better the track becomes to that learning, and makes it easier and quicker to get to.

If we do it heaps, a very clear path will be created that will make it really easy to get to that thing you learned. Practice makes it easier to get to.

So once you made the path clear to get there, it will be easier and quicker for you to do it well, every now and again. However if you learn something well, but then don't use it, the path to it can start to overgrow, and make it harder to get to again.

How we think about different things can be see as mind skills or mind habits.

Fill in table at the bottom.

Session B

Watch Kyle XY - Episode 1:

Keep in mind the idea of looking at life afresh.

Session C

QUIZ: IDEAS ABOUT HUMANS

	True	False
1 Wearing red increases the attractive of women to the opposite sex.	<input type="radio"/>	<input type="radio"/>
2 The brain of females watching a footy match processes information the same way the brain of males does.	<input type="radio"/>	<input type="radio"/>
3 People prefer to be with others when they feel anxious about something.	<input type="radio"/>	<input type="radio"/>
4 The facial expressions of happiness and fear are different between Australians and South American Native Indians.	<input type="radio"/>	<input type="radio"/>
5 The words people use are more effective in communicating to others how they feel about something than the nonverbal signals they put out.	<input type="radio"/>	<input type="radio"/>
6 The appearance of a person influences whether he or she is judged as guilty for committing a crime to a jury.	<input type="radio"/>	<input type="radio"/>
7 Eldest (first-born) siblings tend to seek out the company of others more than later-born siblings.	<input type="radio"/>	<input type="radio"/>
8 Committing a mistake makes a highly respected and skilled person less attractive.	<input type="radio"/>	<input type="radio"/>
9 Most people think that a person expressing unusual opinion is more likely to really believe in them.	<input type="radio"/>	<input type="radio"/>
10 If you pay a person for doing something he/she enjoys doing, he will engage in this activity more frequently in the future.	<input type="radio"/>	<input type="radio"/>
11 People would refuse the orders of an experimenter to give dangerous electric shocks to another person.	<input type="radio"/>	<input type="radio"/>
12 Groups tend to take more extreme decisions than do individuals.	<input type="radio"/>	<input type="radio"/>
13 To detect deception, it is best to pay most attention to a person's face than to the arms and legs.	<input type="radio"/>	<input type="radio"/>
14 Rounding up the price of an item does not make it less likely to being bought compared to it being priced 5 cents cheaper (eg \$60 vs \$59.95).	<input type="radio"/>	<input type="radio"/>
15 Advertising does not persuade someone to buy an item, it just informs people about the item to make more rational decisions.	<input type="radio"/>	<input type="radio"/>

How do you think researchers can find out about these kind of issues:

Fill in page 20:

Discuss ideas about how researchers find out.

Many will say - ask people (is that always going to be accurate. What sort of topics will people not be truthful about - eg how truthful are they, what they don't like about themselves or their friends, how much they like or appreciate someone or things, etc.

Write on board - Subjective vs Objective

Subjective: from one person's own inner point of view.

Objective: from an outsider's point of view, or how everyone as a whole might view it.

Page 21:
Brainstorm...

Session D

Variables

Ask them what is the definition of psychology?

(see page 7. Psychology is the scientific study of thoughts, feelings and behaviour.)

Ask “So what is science?”

Brainstorm on board. Most will give examples of areas or topics that science studies, rather than say overall what it is.

Copy out the definition of science onto page 7 (if not already written it down).

Science is the systematic observation and reflection of repeated events.

(Check to see that they all understand what each word means. Systematic means step-by-step. observation is to watch closely and take note of everything relevant. Reflection is to think about what happened after and possibly what was involved. Science only deals with repeated events, things that happen again and again. So if it only happened once, it will be very hard to study it scientifically.)

Could get them to act it out:

Get them all standing up in a circle to begin with and get them all to repeat after you:

Science (standing up proud, chest out) is the **systematic** (stomp on the spot to represent that systematic means careful step-by-step approach) **observation** (mimic having a

magnifying glass) and **reflection** (mime looking in the mirror, admiring self, and doing a finger pointing “how ya doing?” look at yourself) of **repeated** (mime bouncing a basketball) **events** (mime jumping and throwing it into the basket... swish!).

THINKING LIKE A SCIENTIST

Science is the **systematic observation** and **reflection** of **repeated events**. After observing and reflecting (thinking about what happened), scientists (or good scientific thinkers) try to come up with how different things are related to each other.

variables

We give the technical term **variables** to anything that changes or can change.

List 3 **variables** about yourself (eg age):

1	
2	
3	

Variables can also be behaviours, so list 3 **variable behaviours** (eg time you get up):

1	
2	
3	

Variables can also be feelings, so list 3 **variable feelings** (eg how happy you feel):

1	
2	
3	

Variables can be thoughts (or attitudes), so list 3 **variable attitudes** (eg how much you like tea):

1	
2	
3	

What are 3 **other variables** that has an **impact on people** (eg outside temperature):

1	
2	
3	

They then try to reflect on, how things are related to one another.

Turn to page 22.

Read it out and then get them to fill it out & then discuss after a while.

Variables

3 about yourself (that can change at different times): eg height, weight, amount of TV watched, what TV shows you watch, etc.

3 variable behaviours (anything that can be observed and seen or

measured): amount of sleep you get, how fast you can run, how well

3 variable feelings: how scared you feel about attempting something, how confident, how attracted they feel, how excited they are...

3 variable attitudes: how equally capable are females to be a pilot than males, are pigs capable of shepherding sheep, how thin do guys like girls, how buff do girls want girls, do blondes have more fun, etc?

3 other variables - does where someone live geographically impact on their smartness, etc.

Studying how one variable affects another variables

Variables that can influence other variables are called:	
Variables that can be affected by another variable is called:	

Hypothesis

Definition:

An example of hypothesis is:
The more friends someone has, the happier they feel.

You will notice that all hypothesis actually mention **two variables**. In the above example the two variables are: number of friends, and how happy someone feels. In this case, number of friends is the **Independent Variable (IV)**, and how happy is the **Dependent Variable (DV)**. Because we are saying that changing the IV will produce a change in the DV, that is the DV value (how happy you feel) is dependent on (or affected by) the level of IV (the number of friends).

Write a hypothesis for the following variables (write your own for the last one):

temperature & ice cream eating	
amount of sleep & motivation to study	
chocolate eaten & happiness felt	
amount of tv watched & feeling of tiredness	

On the top of page 23, get them to write in:

1st box: Independent variables (we can freely change them or control them or are interested to see them change).

2nd box: Dependent variables (how dependent or much are they affected by the independent variable being changed).

Definition of a hypothesis is:

An educated prediction.

Or better:

A prediction based on what is already known of how one variable (independent variable) can changes another variable (dependent variable).

Get a student to read out the example of a hypothesis, and the explanation below.

** The blank box at the bottom is page 23 is for them to add in two variables of their own choosing (see page 22 for ideas of what variables they could enter in)

eg (not necessarily the ONLY correct answer)

The hotter the temperature, the more ice cream is eaten.

(A wrong answer is something like the hotter the temperature, the more the ice cream melts. The rating of melting is not being studied here. The proposed hypothesis has to include BOTH the stated variables.)

The less sleep someone has, the less motivated they are to study.

(notice how the hypothesis predicts how one variable affects the other).

The more chocolate eaten the greater the happiness felt.

The more TV watched, the more tired someone feels.

Class outline: Week 5

Session A

Ask class for a definition of **hypothesis**: An educated prediction (or A prediction based on what you already know of how one variable affects another).

{{May have to refer to page 23 first.}}

Ask: What is an independent variable (see page 23)> If someone reads out the definition in the book get them to say it in their own words.

Ask: What is a dependent variable (see page 23)> If someone reads out the definition in the book get them to say it in their own words.

Independent variables (something we can freely change them or control them or are interested to see them change).

Dependent variables (how dependent or much are they affected by the independent variable being changed).

Go over the hypothesis example of page 23 again: *The more friends someone has, the happier they feel.*

Get them to say what the Independent Variable was and what the Dependent variable was.

{{IV = number of friends. DV = level of happiness}}

We are saying we predict the number of friends affects the level of happiness a person feels. (Hypothesis don't have to 100% right, but if they are mostly right, than that's a good hypothesis).

Get them to fill in page 24.

Sample answers. Variations are possible.

Hypothesis	Independent Variable (IV)	Dependent Variable (DV)
People who always wear brands are judged as more stuck up than those who don't	brand wearing or not	perceived stuckupness
People who exercise more feel happier than those that don't	amount of exercising	happiness
Students who hand in work closer to the deadline are more successful in life	ability to submit work by deadlines	success in life
People who listen to emo music are more depressed than those that listen to pop music	type of music (emo vs other)	amount of depression felt
People who are very religious are more forgiving towards others	amount of religion	forgiveness to others
People who eat more fish are smarter than those who don't.	amount of fish ate	smartness (or intelligence)
People who sleep with their mobile phones on are more irritable during the day than those who don't	mobile phone on during sleep	irritability
Boys who don't play video games are judged as less popular	amount of video games played	popularity
Girls get better marks in year 12 than boys do	gender (girl or boy)	marks in year 12
People who start drinking at an earlier age are more likely to become alcoholics than people that start drinking later	age started drinking	problems with alcohol
Sports people who have more control over their anger win more games.	level of control over anger	success in sports
People who take drugs are much more likely to have schizophrenia than those who don't	amount of drugs	getting schizophrenia

Possible exercise: Tell them they are about to watch another episode of Kyle XY (Episode 2). Ask them to either find two hypothesis said by a character in the show, or for them to make 2 hypothesis about some aspect of the show.

Session B & C

Students will need computer access for this session. It would be highly preferred if each student had their own computer for this task.

Let them know they will undertake a series of tasks and should just work through each one of them.

Method	Reference	Student task	Teacher notes
Census@School	http://www.abs.gov.au/websitedbs/CaSHome.nsf/Home/Students%20Area	Each student to enter the student code into the website and then answer the questions as they are asked.	Run by the ABS, you will need to register prior to doing this session. They will issue you separate codes for each student you want to participate (always register more than you think you will need). Additionally get students to measure their height, height to their bellybutton, arm-span and foot length in cm before coming into this class. Students can later compare their results with students around Australia.
Survey: What disgusts you?	http://www.bbc.co.uk/science/humanbody/mind/surveys/disgust/index.shtml	Look at each photo and rate how disgusted you would feel touching it. Please take your time to answer.	When done, their results are compared to other people's responses. This is a simple way of finding out how statistically 'normal' you are. If you have a different scores from others it doesn't really mean anything.
Psychological test: Are you into thrill-seeking?	http://www.bbc.co.uk/science/humanbody/mind/surveys/sensation/index.shtml	Answer questions to get a score at the end.	Scores and descriptions are given based on the results of many past respondents.
Physiological recording: How fast are your reflexes?	http://allpsych.com/games/hitthedot/index.html	Test your reflexes.	Encourage students to compare their results with other students.
Archival information: Mobile phone use in teens	http://www.wired.com/news/culture/0,1284,58861,00.html	Read.	Highlight the date of this article. Before the year of the article (2006) it was very rare for teenagers to have mobile phones.
Observation: Overt Aggression Scale	http://www.neuro.psychiatryonline.org/cgi/content/full/17/1/29/T1	Scan questions.	The assessor would observe someone's behaviour directly in a classroom. Why do you think they just don't ask the person whether they are aggressive or not?
Psychological Test: Sex ID Test	http://www.bbc.co.uk/science/humanbody/sex/add_user.shtml	Answer questions and pay attention to the instructions for some of the judgment tasks (eg one where you get one angled line, and you have to click on the corresponding angle on the bottom half of the screen.	Scores and descriptions are given based on the results of many past respondents.
Interview: Satan	http://www.post282.com/chat/	Interview - eg ask questions of the individual of the website.	Notice that interviews are more free flowing and can go anywhere versus survey (questions) or tests.

Method	Reference	Student task	Teacher notes
Interview: iGod	http://www.titane.ca/igod/	Interview - eg ask questions of the individual of the website.	Notice that interviews are more free flowing and can go anywhere versus survey (questions) or tests.
Interview: Eliza	http://www-ai.ijs.si/eliza/eliza.html	Interview - eg ask questions of the individual of the website.	Notice that interviews are more free flowing and can go anywhere versus survey (questions) or tests.

Most psychological tests have quite detailed explanations of what each person's score means. They could do a research task if you like on naming 10 recognised psychological tests and what they test for, eg WISC (Weshcler's Intelligence Scale for Children).

Code for website references...

<A HREF="<http://www.abs.gov.au/websitedbs/CaSHome.nsf/Home/Students%20Area>">Census@School
 <A HREF="<http://www.bbc.co.uk/science/humanbody/mind/surveys/disgust/index.shtml>">Survey: What disgusts you?
 <A HREF="<http://www.bbc.co.uk/science/humanbody/mind/surveys/sensation/index.shtml>">Psychological test: Are you into thrill-seeking?
 <A HREF="<http://allpsych.com/games/hitthedot/index.html>">Physiological recording: How fast are your reflexes?
 <A HREF="<http://www.wired.com/news/culture/0,1284,58861,00.html>">Archival information: Mobile phone use in teens
 <A HREF="<http://www.neuro.psychiatryonline.org/cgi/content/full/17/1/29/T1>">Observation: Overt Aggression Scale
 Psychological Test: Sex ID Test
 <A HREF="<http://www.post282.com/chatter/>">Interview: Satan
 <A HREF="<http://www.titane.ca/igod/>">Interview: iGod
 <A HREF="<http://www-ai.ijs.si/eliza/eliza.html>">Interview: Eliza

Session D

Being scientists/ psychologist us about taking nothing for granted.

Psychologists scientifically study all behaviour and mental processes - it tries not to be based on what everyone thinks they know (or common sense).

Common sense is used as a base or starting point but to be tested.

Life events questionnaire

Read through all of the life events below. Each has a score out of 100.
Circle the score for each one that has happened to you in the last 12 months.
Then add up your scores and write your total at the bottom.

1	Death of parent, boyfriend/girlfriend	100
2	Parental divorce	65
3	Going through puberty	65
4	Pregnancy (or causing pregnancy)	65
5	Break up with boyfriend/girlfriend	60
6	Being on court probation	60
7	Death of other family member (other than parent or boyfriend/girlfriend)	60
8	Having a serious injury or illness	45
9	Beginning a new year at school	45
10	Given more responsibility or independence (eg mobile phone)	45
11	Developing a need for alcohol	45
12	Being expelled/excluded	45
13	Getting back together with boyfriend/girlfriend or family	40
14	Trouble at school	40
15	Serious health problem of a family member	40
16	Having a part-time job	35
17	Working more than 40 hours a week	35
18	Changing course of study	35
19	Confused sexual identity	35
20	Gain of new family member	35
21	Death of a close friend	30
22	Arguing more with family or friends	30
23	Sleeping less than eight hours a day	25
24	Trouble with boyfriend's or girlfriend's family	25
25	Outstanding personal achievement (awards, grades etc)	25
26	Parents start or stop working	20
27	Begin or end school	20
28	Change in living conditions (redecorating, making space for visitors etc)	20
29	Starting or stopping a habit (like dieting, smoking etc)	20
30	Trouble with the house leader, vice-principal or teacher	20
31	Moving house	15
32	Moving schools	10
33	Getting in debt (you or your family)	10
	Total	

Another example of a simple psychological test is the Life Events Questionnaire on page 26. Get students to fill it in. If they score over 150 they are likely to be experiencing stress.

Is your score above 150?

Class outline: Week 6

Session A

Fill in Page 28. Just think whether you think each activity is not normal, slightly normal or very normal for people in general. Don't worry about the last column (*) for the moment.

Then after you are finished, tick the (*) column for activities that are normal for you personally.

Discuss.

SIX APPROACHES TO NORMALITY

Socio-cultural normality is

Psychologists have 6 approaches to describing normality
 Socio-cultural; Situational; Functional; Historical; Statistical (majority rules) & Medical.
 (get them to write the 6 headings)

Use presentation to illustrate the 6. But only get them to write the definition for:

Socio-cultural normality: acceptable behaviour as defined by the particular culture or society the person exists in. Abnormal behaviour is anything unacceptable.

DIFFERENT NORMALITIES OF AUSTRALIA VS OTHER COUNTRIES

	Example of difference
1	
2	
3	

Discuss examples of different socio-cultural normality for australia vs other countries:
 eg toilets in asia; driving on other side of road in US;

Session B

A schema is...

Schema examples

Situation	Schema
1 Entering a room	
2 Meeting someone for the first time	
3 Behaviour at recess	

Schema:

a mental map or instructions on how something works and what we should do.

Role play different ways of meeting someone for the first time – shy, rude, inappropriate, outrageous....

a social norm is a rule or expectation (often unwritten) that is socially enforced

A social norm is...

EXAMPLE OF SOCIAL NORMS	HELPFUL
	UNHELPFUL

5 ways that norms are socially enforced...

peer pressure: real or imagined influence to think, feel & act according to guidelines determined by peers

5 norms for your group of friends...

Session C & D

Show video examples of breaking social norms:

“All the same” (Free hugs campaign)

“Flash mobs”

“things can't do when you're not in a pool”

“phatdiving”

PROJECT: BREAK A SOCIAL NORM

This is a project based on honesty. If done properly, the reward to you personally will be worth more than any mark you will get from your teacher.

CHOOSE A SOCIAL NORM that you will break during the upcoming school sports carnival*. It has to be a social norm that is a positive behaviour towards others and will embarrass you to do right now.



Examples: Hold a sign offering free hugs and give free hugs; Sing a favourite song as loud as you can all the way through; Read aloud from the Bible in public; Wear something outrageous that you would never do; Cheer for the other team; Compete in an event you would not want to go in; Give lollies to people that you are afraid of; Have a conversation with a person you would not normally associated with or the most 'beautiful' student you know; Convince some one you don't know to dance with you for at least a minute; tell someone you admire why you admire them; Congratulate someone with a ribbon and ask them how they won it.

IN a **400 word** individual report, answer **questions 1-4 before** the event in class, then the others after:

1. The Social norm I will break:
2. What do I currently think WILL happen if I was to do this today:
3. How does it make me feel now to think about doing it:
4. Rate the level of embarrassment (1-10) and why you rate it there.
5. What did I think at the start of the day:
6. What did I think during the event:
7. How did I feel during the event:
8. How did the majority (not just a few individuals) of people react to me during the event:
9. What do I think and feel about this social norm now and would I break it again:
10. Having broken this social norm and received the reactions I did, what have I learned about doing something you don't initially feel comfortable to do now:

You may choose to work with others - but you personally need to actually break a social norm yourself and write your own report. Photos can be included.
(*If you don't do it then, you need to negotiate with your teacher when & where instead: eg local shopping area on a Saturday morning).

Due date:

Intro Breaking Social Norms Project on page 32.

Get them to brainstorm what they could do and individually discuss, especially to gauge how challenging it will be for each person individually.

Class outline: Week 7

Session A

Paradigms and New perspectives.
Looking at the world creatively.

Youtube:

The Fun Project.

“jk Wedding entrance dance”

Session B, C, D

Watch a movie - Paperclips, Patch Adams, Pay it Forward,

Class outline: Week 8

Session A, B, C

Social norms Project execution and write up.

Session D

Kyle XY episode or Lano & Woodley or Mr Bean.

Class outline: Week 9

IDENTITY

Who are you? What makes you, you? What makes you different from someone else? Why do you behave the way you do? Why do you think and feel the way you do? Why is it sometimes different than others, and other times the same?

As a science, psychology is **not only about observing** human behaviour and studying thinking and feeling over and over again, throughout history, and across the world, but it is able to **make predictions** about how someone will think, feel and behave as long as we have some information about the individual. With more information about an individual and their situation, usually the better we can understand and predict them.

<i>Who are some people you feel you understand well</i>
<i>Who are some people you feel you don't understand at all</i>
<i>Who are the people that you think know you well</i>

Session A

Identity and knowing people

-As a class, read page 34 and then give them 7 minutes to fill in.

-As a class, read page 35. Then choose one well known person / celebrity (eg Hugh Jackman, Rihanna, Zac Efron, Jessica Alba, Joss Stone, Adam Hills, Kath or Kim,) and come up with about 5 answers for the person... (eg age, favourite food, etc) on the board.

-Then give them 7 minutes to fill in page 35.

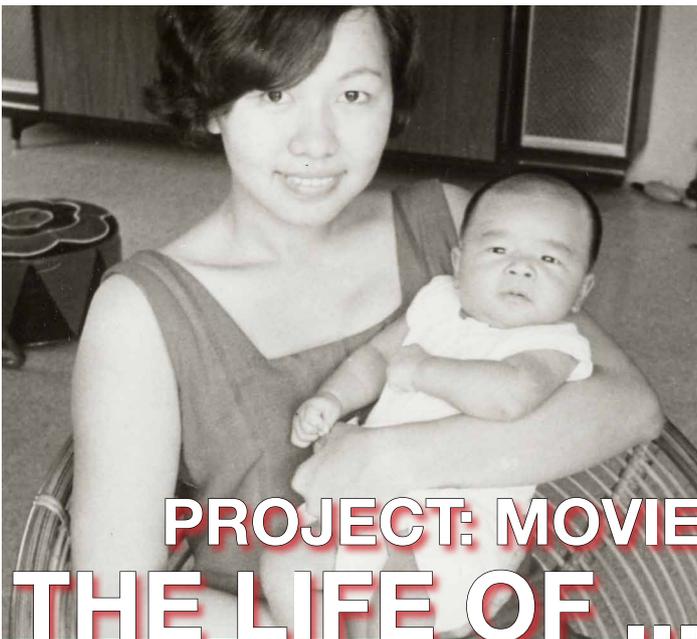
Brainstorm concept map of what you need to know about someone to really know everything about them.

Write down all the questions (or things about a person) you need to know about in order to know them well...

Session B

- hand out the “Who R U” booklet and give them the rest of the class to fill that in. Introduce the book saying that you want them to fill this in. If they have any questions about how to fill it in, please ask. If there are any words that they don't understand, also ask. I as a teacher will be making sure you are working on them. Try to be as honest as possible with the book. Only people you allow will see it. But, YOU DO NEED to fill it in.

Session C, D



PROJECT: MOVIE
THE LIFE OF ...

Make a movie about the life of someone at least **TWICE** your current age that you personally know. Interview them first to get to know about different aspects of their lives, then focus on **THREE** key areas of their lives to highlight in your movie. Interview notes and evidence of planning need to be submitted. Make sure there is a story to tie all three areas - it is not just a random slide-show or just a chronological timeline of their life. Your final product will be peer reviewed. It is preferable that you don't incorporate any copyrighted material (pictures, videos or music) in it - but if you choose to use it, please keep it to a maximum of 30 seconds and include in credits. Credits of no longer than 30sec should list their name, age and how you know them.

subject
**A PERSON AT LEAST
TWICE YOUR AGE**
(PREFERABLY CHOOSE
SOMEONE OUTSIDE OF
YOUR IMMEDIATE
FAMILY)

running time
3-5 MINS

due date

Before submission make sure the following requirements are met:

- The person is at least twice your age
- You have interviewed the person
- Interview notes are submitted
- Planning notes identify the three areas of their life or aspects of them as a person
- Final movie communicates something deeper about the person than just a list of facts
- Title screens showing your name, the person's name, age and how you know them
- Any copyrighted material (music, images, video) included is mentioned in the credits
- Acknowledging the creator and owner of the material
- Permission has been obtained by the person to allow others to view your final product

Signed by:

Date:

CHANGING THINKING CHANGING PEOPLE 37

Tell them their next project is coming up.

Let them know:

For their next project, they need to choose a person in their life that is **at least twice as old as they are** to find out information about (eg if you are 13 years old, they need to be at least 26 years old).

It has to be someone they can interview personally.

Again this is an individual project, so each student needs to interview their own person.

Emphasis is on the **WHY's** of their lives rather than on the **what's** of their life.

p36 is some possible areas they could ask about the person's life.

Class outline: Week 10

Session A

Continue planning.

Session B

Get them to fill in page 40.

Put the scale up on the board.

0 (haven't got around to telling) - 1 (only talked a little bit) - 2 (know everything)

X (lied about so others have a false image of me)

Z (haven't talked about it because the other person wouldn't want to know or care about).

0-Z may be the similar.

Explain by going through the first example of "Food and drinks I love and hate" - and explain why you would rate it as you do each one with each person.

fill in page 41

Explain what "intimate" means - very close and sharing lots with.

have a look at this site:

Postsecret.com

Session C & D

These are largely just time fillers. You might not get time to do these at all. But if you do, you can use it to explain some of the career options available as a psychologist.

Use the APS website as a starting point:

<http://www.psychology.org.au/community/about/>

including recommended fees charged:

http://www.psychology.org.au/community/fees_rebates/

Class outline: Week 11 & 12

Sessions A, B, C, D

Making Adult Life movie project.

iMovie is easiest, but if you only have Windows machines, then do what you can.

Keep emphasising it is a movie and not to be treated like a bad powerpoint presentation - so not more than one line of writing at any time on screen if possible.

Class outline: Week 13

Session A



ATTRIBUTING CAUSE FOR BEHAVIOUR

An attribution is an _____ for the _____ of a _____ behaviour.

(‘_____ someone _____ the _____ they _____’)

Eg: Behaviour: Mahub makes a sandwich in his kitchen.
Attribution: Mahub is hungry enough to motivate himself to make his own snack.

3 aspects of attributions are:

--	--	--

	Internal	External
Control location	<p>“they deliberately meant to do it” “that’s the type of person they are” the cause of behaviour is from inside the individual.</p> <p>eg1 Roger hit Simone because Roger is just a mean and aggressive bully. eg2 Jo runs because she enjoys running.</p>	<p>“something else ‘made’ them do it” “they had no other choice” something outside the person caused their behaviour.</p> <p>eg1 Roger hit Simone because she teased him and it was the only way to shut her up. eg2 Peta runs because it is the only way to spend time with her friend Jo.</p>
Consistency	<p>Consistent the behaviour pattern occurs a lot</p> <p>eg3 Michele went twice swimming this week because she always goes swimming each week.</p>	<p>Inconsistent the person has rarely behaved this way</p> <p>eg3 Karis went twice swimming this week, but rarely ever does.</p>
Consensus	<p>High Consensus how you would expect most people to behave</p> <p>eg4 Terry didn’t want to get up to sing at the school assembly.</p>	<p>Low Consensus most people would rarely behave this way</p> <p>eg4 Terry sang loudly (with the rest of his fellow supporters) when his footy team won the grand final and he was in the stands watching it.</p>

Attribution theory

Say you saw your principal skateboarding on the weekend.

To decide what people actually think of this behaviour, psychologists have decided that people generally use to 3 main areas to judge whether it is unusual or not. Attribution theory is the name given to this area of psychology – the idea of why someone behaved in a particular way (attributing – means reasons for).

Get them to write answers in page 42 of their book.

An attribution is an explanation for the cause of a particular behaviour. (‘why someone behaved the way they did’)

Control / Consistency / Consensus

The three areas are:

Control location – Is the reason for their behaviour internally located (within the person), or has their environment and other circumstances they are in caused the behaviour (external)? If a person is thirsty, and drink the behaviour has an internal control location. If a person is pressured by their friends to drink and they drink, then the behaviour has an external control location.

Consistency – Is the specific behaviour something the person normally does (that’s how they normally act) – therefore consistent? Or is the behaviour inconsistent for the person (hardly ever act that way?). If someone is normally late than for that behaviour they are consistent. If someone who is normally late, but is late one time – the one time they are late, then it is an inconsistent behaviour.

Consensus – Is about how ‘common’ other people would behave that way? High consensus means that most people would behave that way. Low consensus means not many behave would behave that way.

Therefore for any specific behaviour, it is important to think about whenever someone acts in a particular way – to think about the control location, consistency and consensus of that behave to judge whether we think they are behaving in a right or wrong way.

Eg For the principal example: Control location – did he choose to do it (internal) or did he do it because others wanted him to do, such as dared him to (external). Consistency – does he normally skate, or do other things similar (consistent) or is this the first or only time, he’s done it (inconsistent). Consensus – Do most people his age skate (high consensus) or do most people his age don’t (low consensus).

We would probably judge his behaviour as External, Inconsistent, Low Consensus.

Why is looking at attribution theory valuable?

The judgments we make personally (not everyone will judge the same for the same behaviour) will influence then how we react to someone.

Eg: a student is accused of talking while the teacher is talking. The student often says it is the fault of his friend talking to him (external), that they hardly ever talk (inconsistent), and that every other student would have acted in the same way (high consensus). However the teacher is more likely to be harder of the student if that teacher believes the student chose to speak at the time (internal), usually talks (consistent) and that most students don’t talk (low consensus).

Attribution Picture Quiz

For each situation, circle what you think:

Control location			Consistency			Consensus		
(I) Internal / (E) External			(C) Consistent / (IC) Inconsistent			(H) High / (L) Low		
								
I / E	C / IC	H / L	I / E	C / IC	H / L			
								
I / E	C / IC	H / L	I / E	C / IC	H / L			
								
I / E	C / IC	H / L	I / E	C / IC	H / L			

Choose one of the above to explain why you chose each of the 3 attribution factors:

Fill in table 43 – just circle.

Session B, C

WHY DID THEY DO IT?

Attribution theories scenarios

For each scenario below:

- 1 write down at least three (3) answers as you can, and
- 2 circle the one reason you think is most likely.

eg	Kayla is coughing in class. <i>Attribution 1 - She has a sore throat.</i> <i>Attribution 2 - She is trying to signal to her friend to show her something without letting the teacher know what she is doing</i> <i>Attribution 3 - Someone beside her had just sprayed deodorant near her.</i>
A	Ms McDonald , is a fill-in teacher, and is running an activity which requires people to work in groups. She gives instructions that result in people being placed in groups not with their friends. Why did she do that?
B	Your friend Evan has just returned from an overseas trip and has brought you a present which is much nicer than his presents to other people. He always seems to be much nicer to you than other people. Why did he bring you the present?

Get them to read and try to come up with possible attributions (causes) for why each person on pages 44-46 acted the way they did.

Session D

Common Attribution errors.

When we think about our own behaviour or those of others, we usually think about what causes them to act as they did. Some times we are correct in what we think, but other times we are not.

One fundamental distinction in understanding a person's behavior is whether it is internally caused or externally.

Internal causes of behaviour are: those built-in when a person is born (instincts); those they have inherited from their parents;

Some useful terms to know the definition of are:

Attribution - to see an event (or action) as being caused by someone or something

Fundamental - basic or central

Bias - a tendency to go or think a particular way

Disposition - a person's built in qualities of thinking, acting and being

The following are common mistakes made in thinking about the causes of other people's behaviour:

Fundamental attribution error

This is a common tendency to explain events in terms of internal dispositions, rather than environmental influences.

There generally is a strong bias (tendency) to see other people's actions in terms of being internally caused, even when environmental forces are in force. The "fundamental attribution error" is

Actor-observer bias

Just as there is a tendency to attribute others behaviour as internal factors, we tend to believe that we do things because the situation requires us to, but others act the way they do because they want to. (How did you answer the questions above?)

Salience effects

Attribution is also affected by what is salient or highly visible in the situation. More internal attributions are made to the salient partner.

Self-serving bias

Take credit (internal) for our own successes, and blame others for their failures, but give situational explanations for our failures and others' successes.

Similarly we like and esteem those who are rewarding or agree with us. Such self-serving bias may have important consequences in working relationships.

False consensus bias

tendency to believe that their own attitudes, beliefs, values or behaviours are in fact widely shared by the population at large. We all like to think of ourselves as 'normal' people.

Just world hypothesis

people get what they deserve. Believing that "failures and misfortunes of others are largely their own fault, helps us maintain the belief that we have control over our situations.

After you have given your answers, write this in your workbook:

Attribution theories of behaviour - ideas about the causes of other people and our own behaviour. It involves thinking about external, environmental influences and internal, individual influences.

Kelly's 3-D model of attribution

1. the situation or context in which the behaviour occurs
2. the target or object of the action
3. the actors who perform it.

Eg a person is very friendly towards you.

First, is the observed action consistent over time and across different situations. Does the person react the same way to similar situations over time, and across different modalities. When consistency is low, it is difficult to make either an internal or external attribution - we can at best explain the actor's behaviour in terms of chance or variable circumstances.

Second, is the action distinctive. Does the observed behaviour occur in reaction to this person, situation or stimulus (high distinctiveness) or does the actor display this behaviour indiscriminately, in reaction to all kinds of other stimuli, persons or situations (low distinctiveness)? Is this person friendly to everyone or just you? High distinctiveness leads to external situational attributions.

Third, how other people behave in reaction to the same stimulus, the extent of consensus in the observed behaviour. When other people behave in same way, we talk to high consensus.

A high status person has more power and freedom to act as they wish than a low status person.

Explanation for wealth:

external / social; internal / external; individual/ family; luck / risk taking.

For each answer you gave, decide (a) whether you explained the behaviour in terms of internal or external causes, and (b) whether the causes you used were stable and enduring, or short term. As you read on in the text, keep referring back to the answers you gave to these questions.

QUIZ: CONTROL LOCATION

Your life is profoundly influenced by where you perceive the control location for your life is, that is, whether it is as predominantly internal or external. This is because your control location affects the way you view yourself and your opportunities.

Decide whether each statement is more characteristics of people with **Internal (I)** OR **External (E)** control locations:

		I or E
1	More likely to plan for long-term goals	
2	Have a harder time dealing with delays in receiving their rewards	
3	After experiencing success in a task, are more likely to lower their future goals	
4	After failing a task, they raise their expectations of future success	
5	Better at resisting being influenced by others to do things	
6	More likely to learn about their surroundings and situations	
7	Experience more anxiety and guilt with their failures	
8	More likely to learn from their past experiences	
9	Find it harder to solve their times of being depression	
10	Less willing to take risks	
11	Better at coping with ambiguous (unclear) situations	
12	Less willing to work on self-improvement or better themselves through remedial (catch-up or extra) work	
13	Get lesser benefits from social supports	
14	Prefer games based on chance or luck	
15	Have a more positive mental attitude in adjusting long-term to physical disability	
16	Prefer games based on skill	

How you answered will also indicate your own personal control location attribution style.

How you make attributions to your own behaviour and to others are developed over your life but are not locked into stone. In the next section, we're going to discover how to change your attribution styles as well as other mind habits.

Class outline: Week 14

Session A

Self-talk

Choose a situation that people would be anxious about doing or trying.
eg jumping off a tall structure, or eating something very different (chicken or frog legs, etc).

Brainstorm how they would think in a situation like that - try to highlight a spectrum of answers.

"Sometimes our thoughts can get in the way of us doing something or affecting our behaviour".

This is the theme we want to explore over the next few weeks.

Get them to fill in table for page 50.

The first one with thoughts about what could be the worse.
(eg I could injure myself, or I would suffer public embarrassment)

The second one with both the worst and best things that could happen.

Suggestions of students for activities: bungee jumping, getting a tattoo, asking someone out, backflipping.

(Things I should try:

bike riding; go-karting; pie eating competition; dancing; dying my hair; being me; sing in front of the school; asking out someone great looking)

Positive self-talk

i could do it if i try

everyone is different, I juts might be more so

friends don't always need to have anything in common

worst case scenario, I'm back where I started

i can and i will

i can do better then and i will have a go

i won't care about what people think i'll give anything a try

just do it and if people don't like it bad luck to them)

Get them to explore how the self-talk and thoughts then affect feelings.
page 51 & 52

If sufficient time, get each student to share one example of their choice from page 52.
(eg playing footy,)

Session B

Recap on the way we think affects our feelings (page 52).

ask them if they remember Albert Ellis, the guy who decided to try to improve his skills of talking to women by conducting the experiment of catching a bus across town twice and week to have conversations with unknown women in the park each time.

He puts the idea forward that anything that makes us regularly upset or frustrated or annoyed or scared of can be blamed on faulty thinking - what we calls irrational beliefs.

If he kept asking himself why he was scared of talking to women, he might say he would feel embarrassed, why would he feel embarrass, because he she might reject him, why would that be bad, because he needs to be loved, and if she rejects him, then it means he can't be loved.

Get them to brainstorm and write down things that regularly annoys, frustrates, scares them, or pee them off.

(eg other players on their footy team don't try in a game, a bad netball coach, little brother or sister being too clingy,

Story of friend who continually gets upset on the road because idiots are on it too. He gets upset and stays upset for a while.

Why do we expect
Definition of insanity from Einstein.

Recap on habits, things we do without thinking because we have done it so often, and how we can end up with thinking habits as well.

Three types of self-talk:
Negative / Positive (wishful thinking - sometimes unrealistic) / Helpful Self-talk (coaching and calming)

Go through 1/2 half of page 54.

Things a coach will say to you:
Coaching - practical steps on what you should do - why?
Calming / Encouraging - things that will help you keep emotionally controlled - why?

Why do coaches talk to their team and players before a game? During a game? And after a game?
When you get advice from a more advanced video gamer on how to play best, they will act in a similar manner to a good coach.

Losing control emotionally in a fight with your parents, will make it hard for you to get what you want often.

A coach will

Go through cartoon scenarios on page 54.

So what we are trying to do here is become a coach for ourselves in real life situations. Need to think, pre-game, during the game and after the event. Need to come up with calming (and encouraging) statements and coaching statements.

Fill in worksheet on 55 for a situation where the teacher informs you

Check on students as they go. Students will often just have encouraging statements in the coaching column (you're doing great, keep it up). Remind them that those statements are more calming ones or wishful thinking statements. If all your coach was to say those before/during/after a game, would he/she be a good coach?
Remember coaches will focus on the practical steps required to do well.

Another common mistake is for post-game just to make encouraging statements. Coaches will do that but will back it up with what they actually did well. Why do they do that? (so that player will be more likely to do more of that next game). Focussing on what not to do for next time is generally not as useful as telling them what to do more of.

Session C, D

Plan for Role Plays

Class outline: Week 15

Session A, B, C, D

Perform Role plays.

Debrief

Situations for self-talk - Students suggestions

Asking to borrow something from someone you don't know

Talking about something very personal

Breaking a social norm

Trying out for a play or musical

Asking embarrassing questions

Lost a necklace

About to play a very important game of netball

Sitting an English/Maths test

Move to a new school

About to get into a fight

Being bullied

telling a joke

eating a big meal

Climbing a tree

running in a race

dressing up for a party

looking into a mirror

about to kiss someone

about to go bungee jumping

about to ask someone to sit next to them

my friend just hit me

talk to a new student

ask a question in front of the class

about to get on a plane

asking someone out

moving house

being in the Big Brother house

scoring a goal

finishing your work first

running away

running in a marathon

asking for money

getting an interview

my boyfriend cheated on me

finding out I'm adopted

about to get an injection

I just found out my boyfriend is gay

shooting or kicking a free at the goals

someone stole my stuff

teacher tells me off

running for school captain

asking for help from a teacher

students threw soft drink over my locker
 breaking a leg
 work overdue
 broke best friend's ring
 approaching a girl
 fixing something
 saying no to a party
 asking to go to a party
 confessing

Class outline: Week 16

Session A, B, C, D

PROJECT: COMMUNICATION MEDIA



- 1 Choose a communication medium (voice calls, sms, messenger, email, etc).
- 2 Create a presentation (Poster or other appropriate medium) that explains 3 Positives, 3 interesting and 3 negatives about that medium versus face-to-face interactions. Use personal real life experiences to explain your answers. Each point should be about 50 words.

COMMUNICATION MEDIUM:

😊	😐	😞
1	1	1
2	2	2
3	3	3

PP 60-61

Need to choose a communication medium (eg texting, facebook). Only 5 people can do same one.

Compare your medium to face-to-face talking.

3 positives / 3 interesting / 3 negative - give a personal example for each point - 50 words each point so total. 450 words.

Think creatively how to present work: student who had chosen texting - texted their whole assignment.

