# Scheme of work: Eating behaviour

Introduction

This scheme of work is for the second year of the A-level Psychology specification.

* It has been created on the basis that students choose Eating behaviour as their optional topic from 7182/3 Option 2.
* It is based on the spring term, teaching for six weeks.
* The number of teaching hours per week is four and a half.

This is a sample scheme of work and is only one suggestion for how you might plan the delivery of the A-level Psychology specification. It is not intended to be prescriptive or definitive and can be edited to suit your organisation’s delivery model and the particular needs of your learners.

Please remember that assessment is always based on the content of the [specification](https://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182).

You can find past assessment materials on [Centre Services](https://onlineservices.aqa.org.uk/).

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**Eating Behaviour 4.3.6**

Teach after: Approaches 4.2.1, Biopsychology 4.2.2, Research methods 4.2.3, Issues and debates 4.3.1.

**Week 15**

* Explanations for food preferences: the evolutionary explanation, including reference to neophobia and taste aversion.
* The role of learning in food preference, including social and cultural influences.
* Questionnaire design.

**Skills development**

* Use of subject specific language.
* Summarising key points.
* Weigh up (consider) the strengths and weaknesses of explanations.
* Drawing conclusions from evidence to support and refute the explanation.
* Using evidence to develop lines of argument.
* Extended writing skills.
* Application of theory to real life settings.
* Group work skills.
* Research methods skills.
* Questionnaire design.
* Creative transformation skills.

**Learning outcomes**

Develop a critical appreciation of evolutionary explanations for food preferences and appreciate the role of learning in food preferences.

Students will be able to:

* describe evolutionary explanations for food preferences and food avoidance/aversion
* describe and evaluate research into evolutionary explanations for food preferences and avoidance
* describe the role of learning in food preferences and food avoidance/aversion
* describe and evaluate research into learning explanations for food preferences and avoidance
* use research evidence to evaluate evolutionary and learning explanations for food preferences and avoidance
* use a range of criteria including research methodology, issues and debates to evaluate explanations
* draw meaningful conclusions about the causes of food preferences
* design questionnaire including open and closed questions, standardised instructions and debriefing.

**Suggested learning activities**

**Activity 1**

Introduction to Eating behaviour.

* Ask students to bring in an item of their favourite food into class and to write a paragraph outlining which of the approaches in psychology provides the best explanation for why they like the food.
* Give all the students an A3 capture sheet and ask them to turn it to the landscape position and write 6 headings on it relating to the six approaches (Social Learning Theory (SLT) behaviourist, biological, cognitive, psychodynamic and humanistic).
* Students then present their explanations to the class who then make notes in the column relating to the explanation that is presented. By the end of the activity, the class will hopefully have something written in each column.
* The teacher can then make links with the various explanations of eating preferences, anorexia nervosa nervosa and obesity that relate to these approaches.

**Activity 2**

The evolutionary perspective of eating behaviour.

* Students spend two minutes writing down how they think the evolutionary perspective would explain eating behaviour. Afterwards present the explanations from [SlideShare](http://www.slideshare.net/Jjanpsychology/eating-evolution-and-food?next_slideshow=1) – tell them not to write down as they will be required to remember the content in relation to the various explanations.
* After the presentation has finished, students make notes in relation to the following components of the evolutionary explanation: preference for sweetness/preference for salt/preference for fat/neophobia and taste aversion. Then they self-assess their answers by referring to their textbook.
* Students then read over the evaluations in their textbook and present back the one they think is most relevant and why.
* Those that finish earlier can read and present back the key points of the below article by [Ulijaszek](http://journals.cambridge.org/download.php?file=%2FPNS%2FPNS61_04%2FS0029665102000538a.pdf&code=9eeeb54535b91272454f2789ffa4ab4d).

**Activity 3**

Food preference questionnaire.

* Working in small groups, students are to design a study to investigate food preferences in humans.
* They will design a questionnaire which aims to investigate the claims that humans prefer sweet foods/salty foods and high fat foods.
* They should include both open and closed questions, instructions and a debriefing.
* The questionnaire should be distributed to a small sample and results analysed.
* The students will present their research to the group, using PowerPoint.
* The audience will adopt the role of peer reviewer and will critically evaluate the research in terms of design and ethics.

**Activity 4**

* Divide the students into 5 groups and allocate each group one of the links in the accompanying resources.
* Their task is to explain the differences in eating behaviour, in the resource they are given, from one of the three perspectives: learning theory, social influences and cultural influences.
* First all members of the group familiarise themselves with the explanation they have been given in their textbook. They then explain the behaviour they have witnessed in the clip/article they have been given from the perspective of their explanation. They can also add some evaluation for the explanation by using the information in their textbook.
* After the activity have the students answer this question for homework:

Discuss the role of learning in food preferences.

**[16 marks]**

**Resources**

**Activity 2**

* [SlideShare: Evolutionary Explanations of Food Preference](http://www.slideshare.net/Jjanpsychology/eating-evolution-and-food?next_slideshow=1) – good overview of the explanations but based on the old spec so remind students that AO2 is evaluation.
* Flanagan, Jarvis and Liddle, AQA *Psychology for A-level Year 2* (2nd Ed), Illuminate Publishing, 2020.
* Lawton and Willard, *AQA A-level Psychology (Year 1 and Year 2),* Hodder Education, 2020.
* **Extension Activity** **–** wider reading – article [Human eating behaviour in an evolutionary ecological context by Stanley J. Ulijaszek](http://journals.cambridge.org/download.php?file=%2FPNS%2FPNS61_04%2FS0029665102000538a.pdf&code=9eeeb54535b91272454f2789ffa4ab4d).

**Activity 4**

* [23 Photos of people from all over the World next to How Much they eat](https://www.theguardian.com/lifeandstyle/gallery/2019/jul/02/what-children-around-the-world-eat-in-pictures): The Guardian.
* An Idiot Abroad Clips – [Chinese Delicacy (YouTube)](https://www.youtube.com/watch?v=nGTIs9fvkUA).
* An Idiot Abroad – [Eating Toad in China (YouTube)](https://www.youtube.com/watch?v=lgugWED16PQ).
* Resource sheet on religious dietary guidelines and restrictions.
* [Religious dietary guidelines and restrictions](http://www.chewfo.com/about-food-choices/philosophical-reasons-for-food-choices/religious-dietary-restrictions/).

**Week 16**

* Neural and hormonal mechanisms involved in the control of eating behaviour, including the role of the hypothalamus, ghrelin and leptin.
* Biological explanations for anorexia nervosa nervosa, including genetic and neural explanations.

**Skills development**

* Describe and communicate understanding of explanations in written and oral forms.
* Weigh up the strengths and limitations of theories.
* Drawing conclusions from evidence to support and refute the explanation.
* Using evidence to develop lines of argument.
* Links to issues and debates.
* Application of theory to real life settings.
* Use of subject specific language.
* Judging strengths and limitations.
* Summarising key points.
* Accessing and reading psychological material.
* Group work skills.
* Presentation skills.
* Communications skills.
* Information communication technology (ICT) skills.

**Learning outcomes**

Develop a critical appreciation of the role of neural and hormonal mechanisms involved in eating behaviour.

Students will be able to:

* distinguish between neural and hormonal mechanisms
* explain the role of neural and hormonal mechanisms involved in eating behaviour
* describe and evaluate research evidence of the role of neural and hormonal mechanisms involved in eating behaviour
* describe biological (genetic and neuroanatomical) explanations for anorexia nervosa nervosa
* outline and evaluate research into biological explanations for anorexia nervosa nervosa
* use research evidence to evaluate biological explanations for anorexia nervosa nervosa
* use a range of criteria including research methodology, issues and debates to evaluate biological explanations for anorexia nervosa nervosa.

**Suggested learning activities**

**Activity 1**

Neural and hormonal mechanisms in eating behaviour.

* Students watch the [video](https://www.physicsandmathstutor.com/psychology-revision/videos/neural-mechanisms-in-eating-behaviour/) on neural Mechanisms in eating behaviour for homework so they have an initial understanding of the topic – it is based on the old spec but all the content aside from neural control of cognitive factors is still relevant.
* In class, divide the neural and hormonal mechanism topic into different areas (for example role of the hypothalamus/dual centre model of eating/role of ghrelin/the role of leptin/research support for the dual-centre model/oversimplified models/social and cultural factors underplayed/animal research) and tell the students they should research the topic and produce a PowerPoint slide on the aspect they’ve been allocated. Have the students send over their slides so they can be combined into one presentation for them to have afterwards. Each student/group then take it in turns to present their slides.
* Afterwards, create a [Quizlet](https://quizlet.com/) based on the terms and their definitions so that students can race against each other in the classic live version of it. Play the race multiple times so students get as much retrieval practice as possible.

**Activity 2**

Introduction to anorexia nervosa.

* Students watch the two BBC clips on anorexia nervosa in people of different genders for homework.
* Each student must make notes on any potential causes/treatments of anorexia nervosa and any other interesting facts about the disorder that they notice from watching the two people talk about their experiences.
* Following this, the students are split into groups to discuss what they have learned – round robin activity where each member of the group must contribute. Each group to be provided with flipchart paper where they will summarise their main learning. A spokesperson for each group to feedback to the rest of the group. Tutor to summarise the learning shared.

**Activity 3**

* Working in pairs the students are to participate in their own true or false activity. Students use their textbook to create their own true or false quiz on [Kahoot](https://kahoot.com/). Have them create ten statements that are a mixture of true and false. They then share their Kahoot with the rest of the class so that the students take it in turns to do each other’s quizzes.
* **Extension activity –** podcast to be placed on the virtual learning environment (VLE) for students to watch ([Ted Talk](https://www.youtube.com/watch?v=UEysOExcwrE) – Eating disorders from inside out).

**Resources**

**Activity 2**

* Video – [Neural Mechanisms in Eating Behaviour (physicsandmathstutor.com)](https://www.physicsandmathstutor.com/psychology-revision/videos/neural-mechanisms-in-eating-behaviour/) – 30 minutes. This gives a good overview of the role of the hypothalamus and leptin in eating as well as some good evaluation. It is based on the old spec so the bit about neural control of cognitive factors is no longer on the spec.
* Flanagan, Jarvis and Liddle, *AQA Psychology for A-level Year 2* (2nd Ed), Illuminate Publishingz, 2020.
* Lawton and Willard, *AQA A-level Psychology (Year 1 and Year 2),* Hodder Education, 2020.
* [Quizlet](https://quizlet.com/).
* BBC Documentary – [Anorexia nervosa nervosa: Being Too Thin - An Inside Story](https://www.youtube.com/watch?v=MprkgCuCu80) – 7 minutes.
* BBC documentary – [I am a boy anorexic](https://www.youtube.com/watch?v=7IDqdOgqe7M).

**Activity 3**

* Flanagan, Jarvis and Liddle, *AQA Psychology for A-level Year 2* (2nd Ed), Illuminate Publishing, 2020.
* Lawton and Willard, *AQA A-level Psychology (Year 1 and Year 2),* Hodder Education, 2020.
* [Kahoot!](https://kahoot.com/)
* [Eating Disorders from the Inside Out](https://www.youtube.com/watch?v=UEysOExcwrE) Laura Hill TED Talk.

**Week 17**

Psychological explanations for anorexia nervosa nervosa:

* family systems theory, including enmeshment, autonomy and control
* social learning theory, including modelling, reinforcement and media
* cognitive theory, including distortions and irrational beliefs.

**Skills development**

* Describe and communicate understanding of explanations in written and oral forms.
* Weigh up the strengths and limitations of evidence and explanations.
* Drawing conclusions from evidence to support and refute the explanation.
* Using evidence to develop lines of argument.
* Application of theory to real life situations/settings.
* Group work skills.
* Presentation skills.
* Understanding correlation.

**Learning outcomes**

Develop critical appreciation of psychological explanations of anorexia nervosa nervosa.

Students will be able to:

* describe the key features of family systems, social learning and cognitive explanations for anorexia nervosa nervosa
* outline and evaluate psychological explanations for anorexia nervosa
* outline and evaluate research into psychological explanations for anorexia nervosa nervosa.
* use research evidence to evaluate psychological explanations for anorexia nervosa.
* use a range of criteria including research methodology, issues and debates to evaluate psychological explanations for anorexia nervosa
* demonstrate understanding of correlational research and its limitations.

**Suggested learning activities**

**Activity 1**

Family Systems theory headlines activity

* Produce a series of incorrect newspaper headlines. Eg Research into enmeshment suggests that families of sufferers of anorexia nervosa all have separate identities. Students work in pairs to explain how they are false and then correct each headline. Students that finish the activity early can create their own headlines to test other members of the class’ understanding of the topic.
* To review, students can complete this question from the 2017 exam:

Mia has been diagnosed with anorexia nervosa nervosa. She describes her family background to her therapist: ‘Mum worries about me constantly and I worry about her. She’s always asking me if I’m OK. She spends all her time thinking about me and wants to know everything I do. She even listens in when I’m on the phone. We go shopping together and swap clothes and make-up. But, it has always been the same, and we never argue at our house.’

Describe the family systems theory explanation for anorexia nervosa nervosa and explain how Mia’s experiences can be linked to family systems theory.

**[8 marks]**

**Activity 2**

Content analysis of media influences on sufferers of anorexia nervosa.

* Students are given one of the news articles in the resources that focuses on the role that media has on anorexia nervosa. Have them code their articles by noting down any behavioural categories that relate to the social learning theory of anorexia nervosa, and then make a tally of all of the examples they find. Each student will have a data collection sheet with categories like: copying role models, being rewarded for restricting food intake, being punished for being overweight, vicarious reinforcement, vicarious punishment (eg ‘fat-shaming’).
* Each student can feed back their analysis so that the results can be collated and further analysed, eg students could create a bar chart from the information in the data collection table.

**Activity 3**

* Students to complete the perfectionism questionnaire below and analyse their results. Teacher provides a description of the characteristics of the perfectionist personality. Following this, students complete the quiz on this [link](https://www.idrlabs.com/multidimensional-perfectionism/test.php). Afterwards, have a class discussion of the relationship between anorexia nervosa and perfectionism and why this relationship might exist. Using their textbook, students then note down other key features of the cognitive explanation and also note its strengths and limitations.
* Students who finish earlier can feedback some points from the [Perfectionism in Perspective article](http://www.cci.health.wa.gov.au/resources/infopax.cfm?Info_ID=52).

**Activity 4**

* Put a 16 mark past question on the interactive whiteboard.
* Ask the students to work in pairs and give them each a board marker.
* Ask them to divide their desk into three columns: AO1, AO2 and AO3.
* Have them do a detailed essay plan on their desk. Instruct them not to use their notes but try to do it from memory.
* Remind them to use issues and debates criteria to help them with evaluation.
* Afterwards, have students review each other’s answers and give each other feedback. The best answer can be photographed and put on the virtual learning environment (VLE). Don’t forget to wipe the tables off afterwards.

**Resources**

**Activity 1**

* Flanagan, Jarvis and Liddle, *AQA Psychology for A-level Year 2* (2nd Ed), Illuminate Publishing, 2020.
* Lawton and Willard, *AQA A-level Psychology (Year 1 and Year 2),* Hodder Education, 2020.

**Activity 2**

* Flanagan, Jarvis and Liddle, *AQA Psychology for A-level Year 2* (2nd Ed), Illuminate Publishing, 2020.
* Lawton and Willard AQA A-level Psychology, (Year 1 and Year 2), Hodder Education, 2020.
* National Centre for Eating Disorders: [The Media and Eating Disorders](http://eating-disorders.org.uk/information/the-media-eating-disorders/).
* BBC Article: [The media is fuelling eating disorders](http://news.bbc.co.uk/1/hi/8528443.stm).
* A range of The Guardian articles on [Anorexia nervosa](http://www.theguardian.com/society/anorexia).

**Activity 3**

* [Multidimensional Perfectionism Scale](https://www.idrlabs.com/multidimensional-perfectionism/test.php).
* [Perfectionism in Perspective.](http://www.cci.health.wa.gov.au/resources/infopax.cfm?Info_ID=52)
* Flanagan, Jarvis and Liddle, *AQA Psychology for A-level Year 2* (2nd Ed), Illuminate Publishing, 2020.
* Lawton and Willard, *AQA A-level Psychology (Year 1 and Year 2),* Hodder Education, 2020.

**Week 18**

Biological explanations for obesity, including genetic and neural explanations.

**Skills development**

* Describe and communicate understanding of explanations in written and oral forms.
* Weigh up (consider) the strengths and weaknesses of the theory.
* Drawing conclusions from evidence to support and refute the explanation.
* Using evidence to develop lines of argument.
* Links to issues and debates.
* Application of understanding to real life situations.
* Use of subject specific language.
* Judging strengths and limitations.
* Summarising key points.
* Accessing and reading psychological material.
* Group work skills.
* Presentation skills.
* Transformation skills.

**Learning outcomes**

Develop critical appreciation of biological explanations for obesity.

Students will be able to:

* explain key features/mechanisms involved in genetic and neuroanatomical explanations for obesity
* outline and evaluate biological explanations for obesity
* outline and evaluate research into biological explanations for obesity
* use research evidence to evaluate biological explanations for obesity
* use a range of criteria including research methodology, issues and debates to evaluate biological explanations for obesity.

**Suggested learning activities**

**Activity 1**

* Students watch the following clip: [YouTube: Tipping the Scales - A Documentary on Childhood Obesity.](https://www.youtube.com/watch?v=qpNvj5xWr6k) Have them make notes on any potential causes of obesity in children that the video alludes to.
* Afterwards ask them the following questions in relation to biological explanations of obesity:
  + How would the genetic explanation explain obesity? Refer to the phrases polygenic and twin studies in your answer.
  + Why would having low serotonin levels make people want to comfort eat?
  + If high dopamine levels are linked to rewarding sensations, how could low dopamine levels be linked to obesity?
* Students then speculate potential answers before reviewing their responses by using their textbook. Ask them to add to their notes in this area so they have enough information to produce a coherent summary of the explanations.
* Afterwards go to the [Tutor2u link](https://sgscol-my.sharepoint.com/personal/mark_jones_sgscol_ac_uk/Documents/2023%20-%2024/AQA%20SOW%20work/Finished/7182-A-level-Psychology-Forensic-Scheme%20of%20work%20template%20v1.2%20MDJ.docx) and have the students create a burger evaluation (point/evidence/explain) using the information from their textbook. Challenge the students to do a double whopper (point/evidence/counter-argument/explain) or a triple whopper (point/evidence/counter-argument/issues and debate point/explain).
* Give a prize to the student who produces the best ‘burger.’

**Activity 2**

Peer Assessment Activity.

* Student to complete an essay describing and evaluating biological explanations of obesity at home, eg *describe and evaluate one or more explanations of obesity [16 marks]*. Essay to be brought to next lesson. The essays are to be anonymised and each student to be randomly allocated an essay completed by their peer for marking.
* Using a mark scheme, the student is to:
* Highlight description/knowledge of biological explanations of obesity.
* Highlight evaluation/discussion of research related to psychological explanations of obesity.
* Underline irrelevant information (attachment is a different topic).
* Allocate a mark in accordance with the mark scheme.
* Provide detailed feedback on how the essay could be improved.
* A copy of the highest achieving essay (checked by teacher) to be given to all students. If essay is not full marks then extension activity is to add to the essay to further enhance mark.

**Activity 3**

Requires use of a computer room.

* Students are provided with the [link to the Guardian newspaper obesity page](https://www.theguardian.com/society/obesity) where there are a whole range of articles relating to the topic. Students are to be given time to familiarise themselves with some of the articles. Following this they are to be set the following task:

You are a journalist working for your local paper. You have been tasked with writing an article on one of the following topics:

* + Obesity it is all in the genes!
  + Obesity – the cost to society!
  + Obesity – blame the ancestors!
  + Obesity – poor diet linked to low income.
* The students should adopt a journalistic style of writing and submit an article 250 words in length; they should also be encouraged to include images. The best article is to be published on the VLE and submitted to (for example) the school/college student newspaper for publication.

**Resources**

**Activity 1**

* [Tipping the Scales – causes of childhood obesity (YouTube)](https://www.youtube.com/watch?v=qpNvj5xWr6k).
* Flanagan, Jarvis and Liddle, *AQA Psychology for A-level Year 2* (2nd Ed), Illuminate Publishing, 2020.
* Lawton and Willard, *AQA A-level Psychology (Year 1 and Year 2),* Hodder Education, 2020.

* [Burger Paragraphs - Developing Effective Evaluation in AQA A-Level Psychology (tutor2u)](https://www.tutor2u.net/psychology/reference/effective-exam-technique-for-16-marker-in-aqa-a-level-psychology-the-burger-poster-handout-set).

**Activity 3**

* [Obesity | Society | The Guardian](https://www.theguardian.com/society/obesity).

**Background information**

* [Obesity | Causes of Obesity | Diagnosis and Treatment of Obesity | Obesity treatment (YouTube)](https://www.youtube.com/watch?v=w1bo414tNPc): Provides good background information for the area.
* [Hunger and Obesity: How Biology and Behaviour Interact (physicsandmathstutor.com)](https://www.physicsandmathstutor.com/psychology-revision/videos/hunger-and-obesity/): 5 minute video giving an overview of the biology of hunger.

**Week 19**

* Psychological explanations for obesity, including restraint theory, disinhibition and the boundary model.
* Explanations for the success and failure of dieting.

**Skills development**

* Using evidence to develop lines of argument.
* Judging strengths and limitations.
* Drawing conclusions from evidence to support and refute the explanation.
* Group work skills.
* Use of subject specific language.
* Summarising key points.
* Accessing and reading psychological material.
* Presentation skills.
* ICT skills.
* Transformation skills.

**Learning outcomes**

Students will be able to:

* outline and evaluate psychological explanations for obesity
* outline and evaluate research into these psychological explanations for obesity
* use research evidence to evaluate psychological explanations for obesity
* use a range of criteria including research methodology and issues and debates to judge the relative merits of biological and psychological explanation for obesity
* draw meaningful conclusions about the causes of obesity
* develop an understanding of explanations for success and failure of dieting
* describe explanations for the success and failure of dieting
* use research evidence to evaluate explanations for the success and failure of dieting
* summarise the main points relating to the unit on eating behaviour.

**Suggested learning activities**

**Dieting: Starter activity**

* Students research the 9 different types of diets by [reading 9 types of diets article](https://barbend.com/types-of-diets/#IF).
* Divide students into pairs and give each pair a mini-whiteboard and ask them to rank the different types of diet from the most to the least effective type.
* When they reveal their rankings, ask each pair for their justification – they can use the pros and cons of the diets to help them with this.
* **Extension activity** **–** wider reading, students to be directed to the link on the VLE which provides a wide range of articles from [The Guardian newspaper](http://www.theguardian.com/lifeandstyle/diets-dieting) on diets and dieting.

**Activity 2**

* Students watch and take notes from the [SlideShare presentation](https://www.slideshare.net/Jjanpsychology/success-and-failure-of-dieting-a2-27282926) on the success and failure of dieting, up to slide 37. Although this is based on the old specification, it provides a detailed overview of restraint theory and boundary model and the relevant research and evaluations – just emphasise that these explanations can also be classified as psychological explanations of obesity. Afterwards ask students to supplement their notes with information from their textbook eg notes on disinhibition and evaluation points
* Following this, the students undertake the “Cut Paste and Complete” essay activity. The students will be provided with a word document that provides paragraphs from a ready-made essay on *‘Discuss psychological explanations of obesity*.’ [16 marks]. The students cut and paste the information, organising it into a logical sequence leaving room to add additional information. The task for the student is to add a paragraph, in their own words, to each explanation detailing research evidence relating to the explanation and evaluation of the explanation. This will involve wider research by the learner. The students submit this essay electronically for assessment.

**Activity 3**

* Have students work in pairs and provide them with a copy of the [AQA Subject Specific Vocabulary Document](http://www.aqa.org.uk/resources/psychology/as-and-a-level/psychology/teach/subject-specific-vocabulary). Students are tasked with producing a similar document relating to the explanations for the success and failure of dieting. Refer students to their textbook and allocate them a different concept or evaluation to define, eg the spiral model, ghrelin, leptin, ironic processes, Adriaanse et al’s (2001) study etc.
* Students then email the definitions to the teacher who then uses them to create definitions cards in Quizlet. Teacher then shares the [Quizlet](https://quizlet.com/) with the class and has them select the ‘Match’ option – this allows them to match the definitions as quick as possible so they beat their best time. Getting students to create a Quizlet account allows their score to be logged on the leader board - something that motivates them to repeat the activity multiple times so they learn the terms more thoroughly.
* Afterwards, direct students to the [AQA assessment resources](https://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182/assessment-resources?f.Resource+type%7C6=Question+papers) so that they can select some past questions from Paper 3 to do on this area.
* To consolidate their understanding of the ironic processes theory, show the students a picture of a white bear at the start of the lesson and ask them not to think of white bears. At the end of the lesson ask them how many times they thought of white bears, and how this would relate to dieting. Hopefully they will make the link between suppressing thoughts about food which makes people go on to think about food and consequently eat more.

**Activity 4**

* Create a [Wordwall.net](https://wordwall.net/) account.
* Select ‘create activity’ and then ‘random wheel.’
* Create a wheel with all of the key concepts from Eating behaviour in it. Tell the students to revise the topics, using their textbook, as well as any other resources (eg videos from [RedPsychology](https://www.youtube.com/channel/UCVI7HrA5t1qhBVNVnSk4cDQ)).
* Divide students into teams of 3 and have them take it in turns to spin the wheel. When they select a topic area, give them a choice of an easy (1 point) or difficult question (2 points). The students can confer with teammates before they answer the question. The team with most points at the end of the activity wins the contest.

**Resources**

**Activity 1**

* [9 Types of Diets — How They Work and Pros & Cons (BarBend)](https://barbend.com/types-of-diets/#IF): Article explaining different types of diets.
* A range of The Guardian articles on [Diets and dieting](http://www.theguardian.com/lifeandstyle/diets-dieting).

**Activity 2**

* [Success and failure of dieting A2 (slideshare.net)](https://www.slideshare.net/Jjanpsychology/success-and-failure-of-dieting-a2-27282926).
* Flanagan, Jarvis and Liddle *AQA, Psychology for A-level Year 2* (2nd Ed), Illuminate Publishing, 2020.
* Lawton and Willard, *AQA A-level Psychology (Year 1 and Year 2),* Hodder Education, 2020.

**Activity 3**

* Lawton and Willard, *AQA A-level Psychology (Year 1 and Year 2),* Hodder Education, 2020.
* [AQA subject specific vocabulary](https://www.aqa.org.uk/resources/psychology/as-and-a-level/psychology/teach/subject-specific-vocabulary).
* [AQA assessment resources:](https://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182/assessment-resources?f.Resource+type%7C6=Question+papers) AQA example and past papers.
* [Quizlet](https://quizlet.com/en-gb).

**Activity 4**

* Flanagan, Jarvis and Liddle, *AQA Psychology for A-level Year 2* (2nd Ed), Illuminate Publishing, 2020.
* [Red Psychology](https://www.youtube.com/channel/UCVI7HrA5t1qhBVNVnSk4cDQ) – range of YouTube videos related to Eating behaviour.
* [Wordwall](https://wordwall.net/).

**Week 20**

Research methods and practical for eating option.

**Skills development**

* Practical research design skills.
* Applying knowledge of research to designing a psychological study.
* Applying knowledge of ethics research design.
* Group work/working with others.
* Problem solving skills.
* Communication skills.
* Use of subject specific language.
* Accessing and reading psychological material.
* Presentation skills.
* ICT skills.

**Learning outcomes**

Develop practical research skills and develop an understanding of how ethical issues can be dealt with.

Students should be able to:

* state the aim of their research
* formulate an operationalised hypothesis
* design a research study
* write a set of standardised instructions and a debriefing
* create appropriate testing materials
* identify potential ethical issues and suggest ways of dealing with them
* judge the ethical appropriateness of their own and other’s research proposals.

**Suggested learning activities**

**Activity 1**

Stunkard Standard Silhouettes – design a research study.

* Students are provided with the information below and examples of Stunkard silhouettes:

Figural stimuli were introduced by Stunkard et al as an easy-to-administer self-report measure of body image. The administration of Stunkard's standard silhouettes requires respondents to choose the silhouette that most closely resembles how they usually look as well as the silhouette that represents how they would like to look. This results in three measures: current size, desired size and a discrepancy score (current-desired), which has been interpreted as a measure of body dissatisfaction.

* Working in small groups, students are instructed to design a research study using the Stunkard standard silhouettes.
* The students need to:
* state the aim of their research
* formulate an operationalised hypothesis
* describe their planned method – all design decisions to be justified
* create their own Stunkard standard silhouettes testing material
* include the standardised instruction and debriefing that they plan to include
* present a list of potential ethical issues in the research and how they plan to deal with them.
* Students to present their planned research to the other groups, eg PowerPoint, who will adopt the role of ethics committee. Each group must ask one question relating to the planned research and make one suggestion for improvement. Each group to indicate whether the research is approved or not and the reasons for their decision.

**Resources**

**Activity 1**

* [The British Psychological Society ethical guidelines.](https://www.bps.org.uk/news-and-policy/bps-code-ethics-and-conduct)
* [Example of Stunkard standard silhouettes (BMC Public Health)](https://bmcpublichealth.biomedcentral.com/articles/10.1186/1471-2458-11-835).