# Scheme of work: Social context and behaviour

Introduction

This SOW offers a route through the GCSE Psychology (8582) specification.

It covers the specification in a logical order and suggests possible teaching and learning activities for each section of the specification.

The specification references are shown at the start of each section, whilst the learning outcomes indicate what most students should be able to achieve after the work is completed.

Timings have been suggested but are approximate. Teachers should select activities appropriate to their students and the curriculum time available.

The order is by no means prescriptive and there are many alternative ways in which the content could be organised.

The resources indicate those resources commonly available to schools, and other references that may be helpful. Resources are only given in brief and risk assessments should be carried out.

Assumed coverage

This scheme of work assumes a 66 week course over two years: 36 weeks in Year 1 and 30 weeks in Year 2. This gives a total teaching time of 132 hours. This scheme of work does not deal with revision or assessments however sufficient time has been left for these to be covered

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Social context and behaviour

Lesson 1, 2 and 3

Topic

Conformity

Specification content

* Identification and explanation of how social factors (group size, anonymity and task difficulty) and dispositional factors (personality, expertise) affect conformity to majority influence.
* Asch’s study of conformity.

Learning outcomes

* Understand and be able to explain how named social factors and named dispositional factors affect conformity.
* Understand and be able to evaluate Asch’s study of conformity.
* Understand key concepts from research methods topic.

Possible teaching and learning activities

* Students to individually make a list of ways in which they conform with other people and create a definition as a class.
* Class discussion: why do you think that people conform with others?
* Show students video of the Asch study (see below resources).
* Students to create a storyboard of the Asch study.
* Small group discussion: was Asch’s study ethical? Why/why not?
* Class discussions: do the sample and experimental method used in Asch’s study help it to be reliable and valid research? Why/why not?
* Mind map evaluations of Asch’s study in pairs including the research method used.
* Students pick a factor that affects conformity and research it. Share findings with rest of class so that everyone can create a table or mind map of the named factors.
* Students act out scenarios to demonstrate the factors that affect conformity.
* Students work in groups to design a conformity study. They could design their own conformity study or just replicate Asch. There will need to be a confederate who says the wrong answer to a question to see if conformity occurs. The groups need to write down their I.V and D.V, their null and experimental hypothesis, the standardised instruction and procedure including a debrief. They can do the experiment as a piece of homework and analyse the results.

**Resources**

* Video: [The Asch line experiment](https://www.bing.com/videos/search?q=Asch+Experiment+Psychology&&view=detail&mid=58857489414539B6A87A58857489414539B6A87A&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3DAsch%2BExperiment%2BPsychology%26FORM%3DVRMHQP) (6 minutes).
* Exam question: [June 2020 Question 2.1](https://filestore.aqa.org.uk/sample-papers-and-mark-schemes/2020/november/AQA-81822-QP-NOV20.PDF) designing a study into conformity and [mark scheme](https://filestore.aqa.org.uk/sample-papers-and-mark-schemes/2020/november/AQA-81822-W-MS-NOV20.PDF).

**Lesson 4, 5 and 6**

**Topic**

Obedience

Specification content

* Milgram’s Agency theory of social factors affecting obedience including agency, authority, culture and proximity.
* Explanation of dispositional factors affecting obedience including Adorno’s theory of the Authoritarian Personality.

Learning outcome

* Understand and be able to evaluate Milgram’s Agency theory of social factors affecting obedience.

Possible teaching and learning activities

* Tell students to stand on one leg and wave one arm in the air.
* Class discussion: why did you follow this instruction? Would you always do what a teacher tells you? Why/why not? What about the head teacher or a police officer?
* Use discussion to explain ‘obedience’ and the difference between a social and dispositional factor.
* Introduce and explain Milgram’s Agency theory. Relate this to an agent in James Bond. You could show a clip of James Bond and discuss: who is responsible?
* Class discussion: Milgram’s Agency theory suggests that people would be willing to do terrible things because they believe they are acting on behalf of an authority figure and that they are therefore no longer accountable for their actions – do you agree with this theory? Why/why not?
* Class discussion: are you surprised by the way people have behaved because of orders given by an authority figure? What do you think you would have done? Link to 2nd World war/ Vietnam war.
* Students draw a flow diagram of the steps involved in agency theory
* Put students into groups of 3, get each student to go over an evaluation of Milgram’s Agency theory. Students then take it in turns teaching their evaluation to the other people in their group.
* Introduce and explain some of the variations of Milgram’s study and how these show different factors that affect obedience.
* Students create a table of the factors that affect obedience: authority, culture and proximity and how explain these affect obedience. Go over these as a class.

**Resources**

* Show [video](https://www.youtube.com/watch?v=iLfgZCWerIg) of Milgram study (or the Derren Brown version). (Milgram’s electric shock study is useful to understand agency theory.
* Article: [Nazi defence of just following order](https://www.pbs.org/newshour/science/how-the-nazis-defense-of-just-following-orders-plays-out-in-the-mind): Long article but some useful photos and description.

**Lesson 7**

**Topic**

Obedience

Specification content

Explanation of dispositional factors affecting obedience including Adorno’s theory of the Authoritarian Personality.

Learning outcomes

* Understand and be able to evaluate Adorno’s theory of the Authoritarian Personality.
* Understand and be able to explain dispositional factors affecting obedience.

Possible teaching and learning activities

* Introduce and explain Adorno’s theory of the Authoritarian Personality.
* Students look at the questions on the F scale and the types of questions asked.
* Class discussion: what do you think of the F-scale as a measurement of personality? Do you think it would give results that are reliable/valid? Why/why not?
* Class discussion: Adorno suggested that having a certain personality type would affect obedience. What other dispositional factors are there that you think could affect obedience?
* Students draw the characteristics of an Authoritarian Personality.
* Give students 5 evaluations of Adorno’s theory and get them to put them in order of the most to the least important with a justification of why. Discuss these as a class.

**Resources**

* Website: [F scale questionnaire](https://www.anesi.com/fscale.htm) - A version of the f scale but very long but includes scoring.
* Website: [Evaluations of Adorno](https://www.sciencedirect.com/topics/social-sciences/authoritarian-personality) - Useful website with lots of evaluations to select from.

Lesson 8, 9 and 10

Topic

Prosocial behaviour

Specification content

* Piliavin’s subway study.
* Bystander behaviour: identification and explanation of how social factors (presence of others and the cost of helping) and dispositional factors (similarity to victim and expertise) affect bystander intervention.

Learning outcomes

* Understand and be able to evaluate Piliavin’s subway study.
* Understand and be able to explain how named social factors and named dispositional factors affect bystander intervention.
* Understand key concepts from research methods topic.

Possible teaching and learning activities

* Use Kitty Genovese story to introduce concept of bystander behaviour. Get students to close their eyes and get them to imagine themselves as one of the neighbours.
* Class discussion: why didn’t anyone help Kitty? What would you have done?
* Introduce and explain Piliavin’s subway study. Watch a video which explains it.
* Students are given a description of the Piliavin study and they highlight the key parts and identify which research method is used (field experiment). Students sum up the study in no more than 50 words.
* Class discussion: was Piliavin’s study ethical? Why/why not?
* Students draw two lines and put valid at the beginning of one of the lines and invalid at the other end and reliable at the beginning and unreliable at the end of the other. Students plot where they would put Piliavins study with a justification for each. Discuss this as a class.
* Put students into small groups and get them to either do a role play or a presentation on one of the factors that affects bystander intervention: social factors (presence of others and the cost of helping) and dispositional factors (similarity to victim and expertise) affect bystander intervention. This needs to include a description of the factor, how it affects bystander behaviour and research support. As students do their role play or presentation students fill in their table.

**Resources**

* Video: [The kitty Genovese case](https://www.youtube.com/watch?v=Z59sJbg_if0).
* Webpage: [The murder of kitty Genovese](https://www.simplypsychology.org/kitty-genovese.html).
* Image and website: [Simply psychology: Piliavin.](https://www.simplypsychology.org/piliavin.html)

**Lesson 11, 12 and 13**

**Topic**

Crowd and collective behaviour.

Specification content

* Prosocial and antisocial behaviour in crowds.
* Identification and explanation of how social factors (social loafing, deindividuation and culture) and dispositional factors (personality and morality) affect collective behaviour.

Learning objectives

* Understand collective behaviour.
* Understand and be able to explain how named social factors and named dispositional factors affect collective behaviour.

Learning activities and resources

* Pair’s discussion: do you behave the same way in a group that you do on your own? Why/why not? Introduce and explain concept of collective behaviour.
* Do an experiment to see whether social loafing occurs in the class. Split class into small groups or individuals. Do an activity, eg making paper chains and compare results – did individuals make more than each group member? Introduce and explain concept of social loafing.
* Use relevant research to introduce and explain other factors affecting collective behaviour, eg for deindividuation, the Zimbardo electric shock study or the Halloween candy study.
* Students do a locus of control questionnaire and find out whether they are an internal or an external. Students then draw two stick people: One who is an external and one who is an internal. Students add information about the personality and behaviour in crowds around each of the stick people.
* Look at examples of anti-social crowd behaviour such as football violence or the London riots and examples of prosocial crowd behaviour such as vigils against terror attacks or online fundraising such as that for injured teenage racing driver Billy Monger. Students apply social loafing, deindividuation, personality, culture and morality to explain these behaviours.
* Students do research on the different factors that affect crowd behaviour and then write a newspaper article on how deindividuation, social loafing, culture, personality and morality affects crowd and collective behaviour.

**Resources**

* Webpage: [Rotter’s Locus of control questionnaire.](https://www.mccc.edu/~jenningh/Courses/documents/Rotter-locusofcontrolhandout.pdf)
* Template: [Newspaper articles](https://www.getwordtemplates.com/newspaper-templates.html).
* Video: [Crowd and collective behaviour](https://www.youtube.com/watch?v=sQyEtV8MBoM): 6 minutes.

Language, thought and communication

Lesson 14

Topic

The possible relationship between language and thought and its effect on our view of the world.

Specification content

Piaget’s theory: language depends on thought.

Learning objectives

Understand and be able to evaluate Piaget’s theory of language.

Learning activities and resources

* Students to individually write down everything they recall about Piaget’s Theory of Cognitive Development.
* Quiz on key elements of Piaget’s Theory of Cognitive Development.
* Go back over what is meant by a schema, watch a video. Students apply schemas to how they are used to develop language.
* Students to investigate what happens in relation to language development in each of the 4 stages of cognitive development, draw a table and apply to language development.
* Show students a picture of a chicken and an egg and get them to consider the following questions: What came first- the chicken or the egg? What comes first language or thought? Explain how Piaget said language depends on thought.
* Create a list of true and false statements about Piaget’s theory of language development. Students answer them and for any false ones write the correct answer.
* Give students a list of evaluations of Piaget’s theory of language development and Piaget’s theory learnt in the development topic. Students indicate which evaluations are relevant to his theory of language development and which ones are not and rank order them. Discuss as a class.

**Resources**

Webpage: [Jean Piaget’s theory on child language development](https://www.theclassroom.com/jean-theory-child-language-development-6587239.html).

Lesson 15

Specification reference

The possible relationship between language and thought and its effect on our view of the world.

Specification content

* The Sapir-Whorf hypothesis: thinking depends on language.
* Variation in recall of events and recognition of colours, eg in different Native American cultures.

Learning objectives

* Understand and be able to evaluate the Sapir-Whorf hypothesis.
* Understand variations in recall of events and recognition of colours.

Learning activities and resources

* Introduce and explain the Sapir-Whorf hypothesis
* Put students into small groups and get them to research differences between cultures in relation to language: Examples could be the Inuit’s number of words for snow, the number of words for coconuts in Soloman islanders, the Hopi language concept of time, variations in understanding of colours in cultures around the world. Students present this back and use this to explain how the Sapir Whorf hypothesis believes thinking depends on language.
* Mind map/list evaluation of the Sapir-Whorf hypothesis in pairs. Explain how you can use Piaget’s theory to evaluate Sapir-Whorf and vice versa.
* Synoptic link: class discussion: how might the theory of Reconstructive Memory explain the variation in recall of events seen in speakers of different languages? How does the reconstructive theory link to Piaget and Sapir-Whorf’s theories of language?
* Compare the two theories of language against each other: Piaget and Sapir-Whorf on what comes first language or thought, what evidence they use, how easily you can apply the theories etc.
* Answer questions on the Sapir- Whorf hypothesis and mark them using the mark scheme.

**Resources**

* Video: [Sapir-Whorf](https://www.youtube.com/watch?v=-z3QswCgdoU) - this clip also gives information that students can use to evaluate the hypothesis – they do not need to know all the studies.
* Video: [The surprising pattern behind colour names around the world.](https://www.youtube.com/watch?v=gMqZR3pqMjg)
* Exam paper question 2020 [Q5.1 and 2 Sapir Whorf](https://filestore.aqa.org.uk/sample-papers-and-mark-schemes/2020/november/AQA-81822-QP-NOV20.PDF) and [mark scheme](https://filestore.aqa.org.uk/sample-papers-and-mark-schemes/2020/november/AQA-81822-W-MS-NOV20.PDF).

Lesson 16

Topic

Differences between human and animal communication.

Specification content

* Differences between human and animal communication. Properties of human communication not present in animal communication eg plan ahead and discuss future events.
* Limited functions of animal communication (survival, reproduction, territory, food).

Learning objectives

* Understand differences between human and animal communication.
* Understand the limited functions of animal communication.

Learning activities and resources

* Students to individually list forms of communication used by both animals and humans and forms of communication only used by humans. Share with a partner and discuss.
* Students to create a table with the functions of animal communication in the table (survival, reproduction, territory, food). Show students pictures of animals showing animals displaying different functions. Students explain the different functions with examples.
* Class discussion: research into animal communication has also involved humans teaching animals ways of communicating with us. What forms of communication do you think animals could be taught to learn?
* Class discussion: how you feel about teaching animals to behave in ways that are not natural for psychological research?

**Resources**

* Video: [A conversation with Koko](https://www.youtube.com/watch?v=SNuZ4OE6vCk) (6 minutes).
* Video: [The difference between animal and human communication](https://www.youtube.com/watch?v=_1FY5kL_zXU): do animals have language? (5 minutes).
* Video: Limited function of animal communication: [Animal communication](https://www.youtube.com/watch?v=i74RbATjBk4) (4 minutes).
* Article: [Animal vs human communication](https://owlcation.com/stem/The-difference-between-animal-and-human-communication).

**Lesson 17**

**Topic**

Differences between human and animal communication.

Specification content

Von Frisch’s bee study.

Learning objectives

Understand and be able to evaluate Von Frisch’s bee study.

Learning activities and resources

* Introduce idea of bee communication with this video (see below resources). You could watch this before the lesson and create a list of questions that students can answer when watching the video.
* Explain Von Frisch’s bee study. Give students a description of Von Frisch study in the wrong order. Students put the study in the correct order.
* Get students into pairs and give each pair two pieces of paper. One student closes their eyes while the other students gives instructions on how to draw the circle and waggle dances and then swap over.
* Class discussion: was the bee study a valid test of natural bee behaviour? Why/why not?
* Give students evaluations of the von Frisch study as well as the research methods that were used in the study (observations / field experiments. Students put them in order of the most important evaluations to consider with a justification of why.

**Resources**

* Video: [The waggle dance of the honey bee](https://www.youtube.com/watch?v=bFDGPgXtK-U) (7 minutes).
* Article: [The honey bee lobbyist](https://honeybeehobbyist.com/bee-waggle-dance/) (10 minute read).

**Lesson 18 and 19**

**Topic**

Non-verbal communication.

Specification content

* Definitions of non-verbal communication and verbal communication.
* Functions of eye contact including regulating flow of conversation, signaling attraction and expressing emotion.

Learning objectives

* Understand how to define non-verbal communication and verbal communication.
* Understand the functions of eye contact including regulating flow of conversation, signaling attraction and expressing emotion.
* Understand key concepts from research methods topic.

Learning activities and resources

* Students work in pairs to identify ten different ways in which they communicate. They must not just say body language as an answer, as they need to be more specific, eg crossing your arms when being defensive. They then divide them into three categories of ‘communicating with words’, ‘communicating without words’, ‘communicating using technology’.
* Students read and discuss article ([The Subtle Dance of Eye Contact in Conversation | Psychology Today United Kingdom](https://www.psychologytoday.com/gb/blog/the-clarity/202109/the-subtle-dance-eye-contact-in-conversation)), and then work in pairs to design a study to investigate the impact of lack of eye contact in conversation or the impact of too much eye contact. They should also consider the ethical issues that might arise in such a study, and how they would deal with them.
* Introduce and explain functions of eye contact by looking at relevant research, eg Argyle’s (1968) study on how interrupting eye contact affects conversation and Hess’s (1963) study how attraction and pupil dilation.
* Students create a table or mind map of the functions of eye contact.
* Homework: students could go on to carry out their study. This could either be as one shorter piece of homework, or a longer piece of homework in which they work on all the elements of designing an experiment, using some of the required mathematical skills to write up their results.

**Resources**

Website: [Types of non-verbal communication](https://www.verywellmind.com/types-of-nonverbal-communication-2795397). This has some useful pictures and video links.

Lesson 20 and 21

Topic

Non-verbal communication.

Specification content

Body language including open and closed posture, postural echo and touch.

Learning objectives

* Understand body language including open and closed posture, postural echo
* and touch.
* Understand key concepts from research methods topic.

Learning activities and resources

* Students write down a definition of body language and then share their responses with a partner.
* Students individually have to think of at least five different postures people use in communication. They then demonstrate them to a partner who guesses what is
* being communicated.
* Introduce and explain each named form of body language and touch by looking at relevant research, eg McGinley’s (1975) study on postural echo.
* Class discussion: what ethical considerations may be an issue in research into body language and touch? What do you think about the ethics of the research we have looked at in class? Why?
* Students create an advice poster on how to use body language to your advantage. This needs to include the key terms: body language, open and closed posture, postural echo and touch. A picture for each term, the function and how it can be used in specific situations: such as in a job interview or meeting a new person.
* In pairs, students design an experiment to test one of the named forms of body language.
* Homework: students could go on to carry out their experiments. This could either be as one shorter piece of homework, or a longer piece of homework in which they work on all the elements of designing an experiment, using some of the required mathematical skills to write up their results.

**Resources**

Image: [open and closed posture](https://rayanworld.com/20200211092058001/Bad-Body-Language-Habits-You-Need-To-Break).

Lesson 22 and 23

Topic

Non-verbal communication.

Specification content

Personal space including cultural, status and gender differences.

Learning objectives

* Understand personal space including cultural, status and gender differences.
* Understand key concepts from research methods topic.

Learning activities and resources

* Have a class discussion on what things could affect how far you stand next to another person.
* Students stand next to each other to explore their personal space by finding out the distance that makes them uncomfortable. Give students a ruler and get them to measure the point they feel uncomfortable and compare this to the zones of personal space.
* Students to work in small groups to research a relevant piece of research into the different factors that affect personal space, eg Argyle and Dean (1995) Willis (1996); Summer (1969) and Zahn (1991).
* Each group then presents their findings to the rest of the class.
* Students create a table or mind map of the factors affecting personal space. This should include information on how it affects space as well as research evidence. Students can also include the IV, DV and experimental design of each study in the table.

**Resources**

* Article: [personal space zones](https://www.studysmarter.co.uk/explanations/psychology/social-context-of-behaviour/personal-space/) (10 minute read).
* Image: [Human personal space zones.](https://www.researchgate.net/figure/HUMAN-HUMAN-PERSONAL-SPACE-ZONES_tbl1_4212113)

Lesson 24 and 25

Topic

Explanations of non-verbal behaviour.

Specification content

* Darwin’s evolutionary theory of non-verbal communication as evolved and adaptive.
* Evidence that non-verbal behaviour is innate, eg in neonates and the sensory deprived.

Learning objectives

* Understand and be able to evaluate Darwin’s evolutionary theory of non-verbal communication.
* Understand evidence that non-verbal behaviour is innate.

Learning activities and resources

* Students to individually write down everything they know about Darwin’s evolutionary theory.
* Class discussion: how do you think Darwin’s evolutionary theory explains non-verbal communication?
* Introduce Darwin’s evolutionary theory of non-verbal communication and the idea of non-verbal behaviour as innate and show a video on evolution and facial expressions.
* Show students Ekman’s 7 facial expressions without the correct emotion shown and get students to write down what they think the emotion is. What does this show about non-verbal communication? Also show them a video of babies eating lemons. Students explain how they think this shows support for Darwin’s theory.
* Mind map/list evaluation of Darwin’s evolutionary theory of non-verbal communication in pairs.

**Resources**

* Image: [Ekman 7 facial expressions](https://www.researchgate.net/figure/Ekmans-7-basic-emotions-and-corresponding-facial-expressions_fig1_329054559).
* Video: [Evolution of facial expressions.](https://www.youtube.com/watch?v=pXjrWF6b_eE)

Lesson 26

Topic

Explanations of non-verbal behaviour.

Specification content

* Evidence that non-verbal behaviour is learned.
* Yuki’s study of emoticons.

Learning objectives

* Understand evidence that non-verbal behaviour is learned.
* Understand and be able to evaluate Yuki’s study of emoticons.
* Understand key concepts from research methods topic.

Learning activities and resources

* Synoptic link: class discussion: although research shows some forms of non-verbal communication are present at birth and therefore are the result of nature, do you think some forms of communication are also learnt and therefore the result of nurture? Why/why not? If so, which ones?
* Replicate the Yuki study by showing students on PowerPoint emoticons with different combinations of eyes and mouths (happy/sad) and get participants to rate how happy they thought the emoticon looked using a 9-point scale (9=happy)
* Introduce and explain Yuki’s study of emoticons. Compare what was found in the experiment with Yuki. Did the students rate happy mouths higher on happiness than emoticons with happy eyes?
* Students to identify IVs and DV; write a hypothesis, identify the experimental design of Yuki.
* Students to create a storyboard of Yuki’s study of emoticons.
* Teach students an acronym such as GRAVE and use it to evaluate Yuki’s study
* Give students a list of research which support the theory that NVC is innate or learned and get them to divide them into two piles and discuss as a class why it shows support for being innate or learned.

**Resources**

Blogpost: [Evaluation of research studies in Psychology.](https://pavlovsblogs.tumblr.com/post/96778430734/grave-how-to-evaluate-studies)

Brain and neuropsychology

Lesson 27

Topic

Structure and function of the nervous system.

Specification content

* The structure/divisions of the human nervous system: central and peripheral (somatic and autonomic).
* Basic functions of these divisions.

Learning objectives

Understand the structure and functions of the human nervous system.

Learning activities and resources

* Introduce the structure/divisions of the human nervous system.
* In small groups, students to design and create a game for helping people to learn and remember the structures and functions of the human nervous system, eg snap, bingo, dominos.
* When games are finished, students to play a variety of different ones with classmates.
* Create a diagram of the nervous system with 3 features of each of the parts of the nervous system.
* Put students into groups and give them each a scenario involving the different parts of the nervous system to understand how they apply to a range of different human behaviours, such as touching a hot pan or reaching for a toy. Get the groups to present these to the rest of the class.
* Homework: research the fight or flight response.

**Resources**

* Video: [The human nervous system](https://www.youtube.com/watch?v=q3OITaAZLNc) (2 minutes).
* Website: [The way the human nervous system works](https://www.bbc.co.uk/bitesize/guides/zy78wxs/revision/3).

Lesson 28 and 29

Topic

Structure and function of the nervous system.

Specification content

* The autonomic nervous system and the fight or flight response.
* The James-Lange theory of emotion.

Learning objectives

* Understand the autonomic nervous system and the fight or flight response.
* Understand and be able to evaluate the James-Lange theory of emotion.

Learning activities and resources

* Show a situation where students are likely to be experience the fight or flight response.
* Class discussion: what do you think would be happening to this person physically, emotionally, and cognitively?
* Introduce and explain the fight or flight response.
* Create a flow diagram of the steps in the fight flight response so that it makes 6 steps.
* Create a table with picture of the role of the sympathetic and parasympathetic nervous system in the fight- flight response and how they are opposing.
* Introduce and explain James-Lange theory of emotion. Introduce a way to remember the order – Such as A and E (accident and emergency – arousal and then emotion)
* Get students to apply this to examples such as seeing a bear in the woods, someone jumping out at you in a dark alley/being at the top of a rollercoaster, and how the James Lange theory would explain this.
* Students to work in pairs to research studies, theories, phobias and behaviours and whether they support or go against this theory, eg Schwatz et al in 1981, Levenson et al in 1990, Cannon-Bard theory, Schatcher and singer, phobias and embarrassment/blushing. Report findings back to class.
* Give students 9 statements which fit together to make 3 evaluation points. Students put these in order and then stick them down once discussed as a class.

**Resources**

* Video: [Fight flight response](https://www.bing.com/videos/search?q=scary+thing+jumping+out&&view=detail&mid=4492D42CE44AD1327EFF4492D42CE44AD1327EFF&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dscary%2520thing%2520jumping%2520out%26qs%3Dn%26form%3DQBVR%26%3D%2525eManage%2520Your%2520Search%2520History%2525E%26sp%3D-1%26ghc%3D1%26lq%3D0%26pq%3Dscary%2520thing%2520jumping%2520out%26sc%3D10-23%26sk%3D%26cvid%3D257DD4C9C7874D339ABC9025AB590B2B%26ghsh%3D0%26ghacc%3D0%26ghpl%3D) creator.
* Video: [Emotional arousal, the fight or flight reactio](https://www.youtube.com/watch?v=1oLtNVUbHeU&t=1s)n.
* Images: [Pictures of Autonomic Nervous System (healthiack.com)](https://healthiack.com/encyclopedia/pictures-of-autonomic-nervous-system)

Lesson 30 and 31

Topic

Neuron structure and function.

Specification content

* Sensory, relay and motor neurons.
* Synaptic transmission: release and reuptake of neurotransmitters.
* Excitation and inhibition.
* An understanding of how these processes interact.
* Hebb's theory of learning and neuronal growth.

Learning objectives

* Understand sensory, relay and motor neurons, synaptic transmission: release and reuptake of neurotransmitters, excitation and inhibition.
* Understand how these processes interact.
* Understand and be able to evaluate Hebb's theory of learning and neuronal growth.

Learning activities and resources

* Introduce and explain neurons and the different types.
* Go through an example of how these neurons work together.
* Put students into small groups and given them some plasticine or alternatively a mixture of sweets or craft materials to build different types of neuron – motor, relay and sensory. The different parts of the neuron should be labelled and include detail such as adding in the myelin sheath and axon.
* Introduce and explain synaptic transmission with a short video.
* Give students the process involved in synaptic transmission on pieces of card and get them to put them in the correct order. Once in the correct order students can keep mixing them up and putting them back in order so that they can remember the clear steps that are involved.
* Introduce and give basic explanation of Hebb's theory of learning and neuronal growth. Give students an article which explains Hebb’s theory and write a set of questions that students can answer on the article beforehand. Alternatively, you could get students to go into pairs and get them to write 10 questions on the article each and then swap with each other to answer them.

**Resources**

* Website: Simply psychology: [Key points in synaptic transmission](https://www.simplypsychology.org/synapse.html).
* Video: [Two-minute neuroscience: the neuron](https://www.youtube.com/watch?v=6qS83wD29PY)
* Video: [What are nerve cells, neurons and synapses?](https://www.youtube.com/watch?v=n0Zc01e1Frw)
* Webpage: [Study smarter Hebb’s theory.](https://www.studysmarter.co.uk/explanations/psychology/social-context-of-behaviour/hebbs-theory/)

Lesson 32

Topic

Structure and function of the brain.

Specification content

* Brain structure: frontal lobe, temporal lobe, parietal lobe, occipital lobe and cerebellum.
* Basic function of these structures.

Learning objectives

* Understand brain structure: frontal lobe, temporal lobe, parietal lobe, occipital lobe and cerebellum.
* Understand basic function of these structures.

Learning activities and resources

* Divide class and allocate each student a different brain structure. Students then research brain in order to identify functions for their allocated brain structure.
* Students to work together in groups made up of people who worked on each area of the brain. Each student to take a turn to explain where their structure is located and what its functions are.
* Students to colour in and label diagram of the brain. Students to add functions of each structure to brain diagram.
* As a whole class, students stand up and point to the different areas on their head where different brain parts are located to help students understand and remember where the brain part are located. A mnemonic can be made up to help students remember – FPOTC Friendly (Frontal) Pigs (Parietal) Often (Occipital) Trot (Temporal) carefully (cerebellum) or something simple like FPOT
* Homework: research either Broca's area or Wernicke's area for next lesson.

**Resources**

* Website: [Diagram of the brain](https://clipart-library.com/printable-blank-brain.html).
* Video: [lobes of the brain](https://www.bing.com/videos/search?q=lobes+of+the+brain&&view=detail&mid=90CFC0D64F304B55B70C90CFC0D64F304B55B70C&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dlobes%2Bof%2Bthe%2Bbrain%26FORM%3DHDRSC6) (8 minutes).
* Video: [How to learn major parts of the brain quickly](https://www.bing.com/videos/search?&q=lobes+of+the+brain&view=detail&mid=F348BD098F270CE3AB5DF348BD098F270CE3AB5D&FORM=VDRVRV&ru=%2Fvideos%2Fsearch%3Fq%3Dlobes%2Bof%2Bthe%2Bbrain%26FORM%3DHDRSC6&ajaxhist=0). Practical video (5 minutes).

Lesson 33 and 34

Topic

Structure and function of the brain.

Specification content

* Localisation of function in the brain: motor, somatosensory, visual, auditory and language areas.
* Penfield’s study of the interpretive cortex.

Learning objectives

* Understand localisation of function in the brain and the motor, somatosensory, visual, auditory and language areas.
* Understand and be able to evaluate Penfield’s study of the interpretive cortex.

Learning activities and resources

* Class discussion: do specific functions happen in specific parts of the brain? How might scientists be able to find out?
* Introduce and explain Broca's area and Wernicke's area. Add these two areas to the brain diagram used when learning about brain lobes.
* Students to contribute other things they learnt about these two areas when doing their homework.
* Students to colour in and label the motor, somatosensory, visual, auditory and language areas on their brain diagram.
* Introduce and explain Penfield’s study of the interpretive cortex.
* Students to create a storyboard of Penfield’s study.
* Class discussion: do you think that Penfield’s study was ethical? Why/why not? How could the type of participants affect the validity/reliability of Penfield’s study? As a class write evaluation points.

**Resources**

Video: [Man who mapped the brain](https://youngzine.org/news/science/penfield-man-who-mapped-brain) (3 minutes).

Lesson 35 and 36

Topic

An introduction to neuropsychology.

Specification content

* Cognitive neuroscience: how the structure and function of the brain relate to behaviour and cognition.
* Use of scanning techniques to identify brain functioning: CT, PET and fMRI scans.
* Basic understanding of how neurological damage, eg stroke or injury can affect motor abilities and behaviour.

Learning objectives

* Understand what cognitive neuroscience is.
* Understand the use of scanning techniques to identify brain functioning.
* Understanding how neurological damage, can affect motor abilities and behaviour.

Learning activities and resources

* Explain what cognitive neuroscience is.
* Class discussion: Now that we have begun to understand more about the brain, what particularly interests you about this topic? Is anyone interested in this area of study now that they have begun to learn more about the brain? How might this area of study be used in the real world?
* Class discussion: what can happen to cause damage to the brain?
* Explain story of Phineas Gage and what it shows about damage to the brain.
* In pairs, students to research types of damage to the brain such as stroke, tumours and injury. Students need to investigate the effect this can have on motor abilities and behaviour. Feedback findings to the rest of the class and create a mind map or add to brain diagram.
* Students watch short clips on the 3 scanning techniques: As they are watching the clips students fill in a table with a description of how the technique works, what it is best to use with: such as tumour/ stroke etc and the evaluations of each technique.
* Homework: students to research how to spot the signs that someone is having a stroke and what to do to help them.

Resources

* Show [video](https://www.youtube.com/watch?v=aQZ8tTZnQ8A) of different scanning techniques.
* Website: [Types of brain injury](https://www.headway.org.uk/about-brain-injury/individuals/types-of-brain-injury/)
* Scanning techniques: Videos: [CT scans](https://www.youtube.com/watch?v=zzKAyMuaP7M) (3 minutes) [PET scans](https://www.bing.com/videos/search?q=Pet+Scan+of+Brain&&view=detail&mid=11EEA5960DA26DF0009911EEA5960DA26DF00099&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3DPet%2BScan%2Bof%2BBrain%26FORM%3DVDMHRS) (4 minutes) and [fMRI scans](https://www.bing.com/videos/search?q=Pet+Scan+of+Brain&&view=detail&mid=11EEA5960DA26DF0009911EEA5960DA26DF00099&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3DPet%2BScan%2Bof%2BBrain%26FORM%3DVDMHRS) (3 minutes).

Lesson 37

Topic

An introduction to neuropsychology.

Specification content

Tulving's 'gold' memory study.

Learning objectives

* Understand and be able to evaluate.
* Tulving's 'gold' memory study.

Learning activities and resources

* Synoptic link: students individually write down what semantic and episodic memories are.
* Introduce and explain Tulving's 'gold' memory study.
* Discuss which research method Tulving used in their study. Evaluate the research method (case study).
* Students to create a storyboard of Tulving's study.
* Class discussion: do you think that Tulving's study was ethical? Why/why not? How could the number of participants affect the validity/reliability of Tulving’s study?
* Use the GRAVE evaluation of studies to explain the strengths and limitations of Tulving's study in pairs.

**Resources**

* Article: [Gold memory study](https://www.hellovaia.com/explanations/psychology/social-context-of-behaviour/tulvings-gold-memory-study/).
* Video: [Tulving gold study](https://www.bing.com/videos/search?q=tulving%27s+gold+study&&view=detail&mid=0B8566B70D57D124FF570B8566B70D57D124FF57&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dtulving%2527s%2520gold%2520study%26qs%3Dn%26form%3DQBVR%26%3D%2525eManage%2520Your%2520Search%2520History%2525E%26sp%3D-1%26lq%3D0%26pq%3Dtulving%2527s%2520gold%2520study%26sc%3D2-20%26sk%3D%26cvid%3DC4D9B769D30D4E938784144203376B48%26ghsh%3D0%26ghacc%3D0%26ghpl%3D).

Psychological problems

Lesson 38, 39 and 40

Topic

An introduction to mental health.

Specification content

* Characteristics of mental health, eg positive engagement with society, effective coping with challenges.
* Cultural variations in beliefs about mental health problems.
* How the incidence of significant mental health problems changes over time.
* Increased challenges of modern living, eg isolation.
* Increased recognition of the nature of mental health problems and lessening of social stigma.

Learning objectives

* Understand characteristics of mental health.
* Understand cultural variations in beliefs about mental health problems.
* Understand how and why the incidence of significant mental health problems has changed over time.

Learning activities and resources

* Class discussion: what do you think the term ‘mental health’ means? What characteristics might a mentally healthy person display?
* Pairs discussion: how can we do our best to stay mentally healthy? Feedback to rest of class.
* Class discussion: how might culture (and religion) affect beliefs about mental health problems?
* In pairs, students to research variations of cultural beliefs about mental health problems. Feedback findings to the rest of the class.
* Class discussion: are mental health problems becoming more common? How might our modern lifestyles be negatively affecting our mental health? Is it just that people are more aware of mental health problems now?
* In pairs, students to research one of the following:
* changes in incidences of significant mental health problems
* effects of modern living on mental health
* increased recognition of mental health problems.
* Feedback findings to the rest of the class and students create a flow diagram of how and why the incidence of significant mental health problems has changed over time.
* Class discussion: do you think that there is a stigma connected with having a mental health problem? Why do you think this is the case? What do you think can be done to change things?
* In pairs or small groups, students create a poster or presentation aimed at increasing understanding and reducing stigma of having a mental health problem.

**Resources**

* Article: Stigma and mental health: [mental-health-problems-introduction-2017.pdf (mind.org.uk)](https://www.mind.org.uk/media-a/2942/mental-health-problems-introduction-2017.pdf).
* Video: [How the modern world makes us mentally ill](https://www.youtube.com/watch?v=yO0v_JqxFmQ) (5 minutes).

Lesson 41

Specification reference

Effects of significant mental health problems on individuals and society.

Specification content

* Individual effects, eg damage to relationships, difficulties coping with day to day life, negative impact on physical wellbeing.
* Social effects, eg need for more social care, increased crime rates, implications for the economy.

Learning objectives

* Understand individual and social effects of mental health problems.
* Understand key concepts from research methods topic.

Learning activities and resources

* Pairs discussion: how do you think society and individuals are affected by mental health problems? Discuss further in small groups.
* Give students a list of individual and social effects of mental health problems. Students organise these into two groups and feedback findings to the rest of the class.
* Put students into groups of 3 and give them one of individual and social effects. Students have 20 minutes to create a role play/ model/ dance etc to show the effect. Students act these out/present them and students use mini whiteboards to identify which effect they think it is.
* Extension activity: many people believe that there is link between violent crime and certain mental health problems. Although this is generally not the case, it is likely to be one reason for the stigma connected with mental health conditions. Students to design and carry out a survey into opinions about crime and mental health problems to investigate this theory further. Use some of the required mathematical skills to write up their results and present their findings to the rest of the class.

**Resources**

* Website: [NHS effects of mental health on physical illness.](https://www.nhs.uk/every-mind-matters/lifes-challenges/health-issues/)
* Video: [BBC mental health and crime.](https://www.bing.com/videos/search?q=crime+and+mental+illness&&view=detail&mid=54226941EEC0A668D04654226941EEC0A668D046&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dcrime%2Band%2Bmental%2Billness%26FORM%3DHDRSC6) (7 minutes).

Lesson 42

Topic

Characteristics of clinical depression.

Specification content

* Differences between unipolar depression, bipolar depression and sadness.
* The use of International Classification of Diseases in diagnosing unipolar depression: number and severity of symptoms including low mood, reduced energy levels, changes in sleep patterns and appetite levels, decrease in self-confidence.

Learning objectives

* Understand the differences between unipolar depression, bipolar depression and sadness.
* Understand the use of International Classification of Diseases in diagnosing unipolar depression.

Learning activities and resources

* Class discussion: what is the difference between unipolar depression, bipolar depression and sadness?
* Show a video about depression.
* Introduce International Classification of Diseases and explain the symptoms given in the ICD-11 for a depressive episode.
* Draw the key characteristics of low mood, reduced energy levels, changes in sleep patterns and appetite levels, decrease in self-confidence.
* Students to create a double bubble map showing the differences (and similarities) between unipolar depression and sadness and a double bubble map for unipolar and bipolar depression.
* In pairs or small groups, students create a poster or presentation aimed at increasing understanding of the symptoms of unipolar depression – and also what to do in order to get help.

**Resources**

Video: [WHO video: I had a black dog and its name was depression.](https://www.youtube.com/watch?v=XiCrniLQGYc) (4 minutes).

Lesson 43 and 44

Topic

Theories of depression.

Specification content

* Biological explanation (influence of nature): imbalance of neurotransmitters, eg serotonin in the brain.
* Psychological explanation (influence of nurture): negative schemas and attributions.

Learning objectives

* Understand and evaluate biological explanations for depression.
* Understand and evaluate psychological explanations for depression.

Learning activities and resources

* Class discussion: do you think that nature or nurture are most influential in whether or not people experiencing depression? Why/why not?
* Synoptic link: students to write down what they recall about synaptic transmission and the release and reuptake of neurotransmitters. Go over as a class.
* Introduce imbalance of neurotransmitters as explanation for depression with this
* Introduce and explain concept of negative schemas. Discuss in small groups examples of negative schemas that can affect our moods.
* Introduce and explain concept of attributions. Explain internal–external and stable– unstable dimensions of attributions.
* Give students scenarios which have different attributions and schemas and students indicate how the attribution/ schema can impact depression.
* In small groups, design a questionnaire aimed at measuring whether people’s attributions are internal or external and stable or unstable.
* Students to compare the biological explanations and psychological explanations for depression.
* Give students evaluations of the biological and psychological explanations of depression and students divide them into two groups and order of the most to the least important evaluation points.
* Homework: students could go onto to carry out their attributions questionnaires. Use some of the required mathematical skills to write up their results.

**Resources**

* Video: [How depression is caused.](https://www.youtube.com/watch?v=KispXWwDaOc)
* Video: [psychological and biological explanations depression](https://www.youtube.com/watch?v=aMB23ndCX_I) (4:16-7:13).

Lesson 45 and 46

Topic

Interventions or therapies for depression.

Specification content

* Use of antidepressant medications.
* Cognitive behaviour therapy (CBT).
* Wiles’ study of the effectiveness of CBT.
* How these improve mental health, reductionist and holistic perspectives.

Learning objectives

* Understand and evaluate the use of antidepressant medications and cognitive behaviour therapy (CBT) to improve mental health (including the reductionist and holistic perspectives).
* Understand and be able to evaluate Wiles’ study of the effectiveness of CBT.

Learning activities and resources

* Pairs discussion: how is depression treated? Do you think any of these ways are helpful, explain why.
* Explain use of antidepressants for treating depression. Students to research effectiveness and share findings within small groups.
* Draw a line of the board with holistic written at one end and reductionist at the other. Give Students two post-it notes of two different colours. On one of the post-it notes students write whether antidepressants are a holistic or a reductionist treatment for depression and why. Students come up and place their post it notes on the line with a justification of where they think it would be. Discuss as a group.
* As a class create other evaluations of antidepressants as a method of treating depression. Students could draw the side effects evaluation.
* Explain how CBT works to help with depression.
* Give students scenarios of people who are depressed. Students Identify the irrational thought(s), explain how the therapist could challenge (dispute) the irrational thought and suggestions on how the person could reduce their irrational thinking.
* Introduce and explain Wiles’ study of the effectiveness of CBT.
* Give students a list of questions about Wiles study including the evaluation. Students answer these questions and feedback as a class.
* Class discussion: Which research method did Wiles use? Do you think that Wiles’ study was ethical? Why/why not? What extraneous variables could occur in a field experiment like Wiles’ study? How could the researchers control for these?
* In pairs students discuss the evaluations of a field experiment and a questionnaire, as used in Wiles’ study.
* With the other post-it notes given earlier, students write whether CBT is a holistic or a reductionist treatment for depression and why. Students come up and place their post-it note on the same line on the board that was used for antidepressants. Discuss as a group the comparison between antidepressants and CBT as methods to treat depression.

**Resources**

* Video: Introduce CBT - [What is CBT?](https://www.youtube.com/watch?v=9c_Bv_FBE-c)  (4 minutes).
* Video: SRRI meditation - [Two minute neuroscience](https://www.youtube.com/watch?v=uiXcAbrO8kU) or [SSRI How they can help depression.](https://www.youtube.com/watch?v=9Zwo3GhqaBs)
* Article: [Wiles study an overview.](https://www.studysmarter.co.uk/explanations/psychology/social-context-of-behaviour/depression-treatment/)

Lesson 47

Topic

Characteristics of addiction.

Specification content

* The difference between addiction/dependence and substance misuse/abuse.
* The use of International Classification of Diseases in diagnosing addiction (dependence syndrome), including a strong desire to use substance(s) despite harmful consequences, difficulty in controlling use, a higher priority given to the substance(s) than to other activities or obligations.

Learning objectives

* Understand the difference between addiction and dependence and the difference between substance misuse and substance abuse.
* Understand the use of International Classification of Diseases in diagnosing addiction (dependence syndrome).

Learning activities and resources

* Class discussion: what is the difference between addiction and dependence and what is the difference between substance misuse and substance abuse?
* Students to create a table or a mind map showing the differences (and similarities) between addiction, dependence, substance misuse and substance abuse?
* Explain the use of International Classification of Diseases in diagnosing addiction (dependence syndrome).
* In pairs or small groups, students create a poster or presentation aimed at helping people to recognise the symptoms of addiction/dependence syndrome – and also what to do in order to get help.
* Extension activity/synoptic link: students to research the effects that illegal drug use has on the areas of the brain they have learnt about. Findings could then be shared with the rest of the class.
* Homework: students to research forms of substance abuse and rates in the UK.

**Resources**

* Video: [Drug use, misuse, substance abuse and drug dependence.](https://www.youtube.com/watch?v=0LWyJ00yb1s) Highlighting differences between substance abuse and misuse.
* Website: [World health organisation: alcohol, drugs and addictive behaviours](https://www.who.int/teams/mental-health-and-substance-use/alcohol-drugs-and-addictive-behaviours/terminology).

Lesson 48 and 49

Topic

Theories of addiction.

Specification content

* Biological explanation (influence of nature): hereditary factors/genetic vulnerability.
* Kaij’s twin study of alcohol abuse.
* Psychological explanation (influence of nurture): peer influence.

Learning objectives

* Understand and evaluate the biological and psychological explanations for addiction.
* Understand and be able to evaluate Kaij’s twin study of alcohol abuse.

Learning activities and resources

* Class discussion: do you think that nature or nurture are most influential in whether or not people develop an addiction? Why/why not?
* Introduce and explain concept of genetic vulnerability.
* Introduce and explain Kaij’s twin study of alcohol abuse.
* Students to create a set of key cards on the Kaij’s twin study of alcohol abuse.
* Class discussion: what effect could the sampling method, choice of participants and method have had on the reliability and validity of Kaij’s study? Why?
* Mind map/list evaluation of Kaij’s’ study in pairs.
* Students to decide what research method was used in the Kaij study (case study). Use the mini whiteboards to go over the evaluations of the case study method.
* Synoptic link: discuss in small groups how conformity may be related to substance use and addiction. Feed into class discussion on peer influence and substance use/addiction.
* In small groups, design a questionnaire aimed at measuring how strong an effect peer influence has on the decisions made about using substances such as tobacco, alcohol, and illegal drugs. Students to identify and discuss the ethical issues in such research and how they could be addressed.
* Students to create a table or a mind map showing the biological explanations and psychological explanations for addiction.

**Resources**

* Website: [Kaij study of twins key cards](https://quizlet.com/gb/788006698/kaijs-twin-study-1960-of-alcohol-abuse-flash-cards/).
* Video: [Nature and nurture: the study of twins](https://www.youtube.com/watch?v=Ji6edLCfV60) (4 minutes).

Lesson 50 and 51

Topic

Interventions or therapies for addiction.

Specification content

* Aversion therapy.
* Self-management programs, e.g. self-help groups, 12-step recovery programs.
* How these improve mental health, reductionist and holistic perspectives.

Learning objectives

* Understand the use of aversion therapy and self-management programs to improve mental health (including the reductionist and holistic perspectives).
* Evaluate aversion therapy and self-management techniques.

Learning activities and resources

* Pairs discussion: how is addiction treated? Do you think any of these ways are helpful? Why/why not?
* Explain the use of aversion therapy and how it works.
* Give students scenarios explaining people who are addicted to different things such as drugs, alcohol, gaming, fast food etc. Students explain how aversion therapy can be used to treat each person.
* Class discussion: do you think aversion therapy is ethical? Why/why not?
* Introduce concept of self-management programmes. Students to research types of programmes available and if possible, the effectiveness of these programmes. Feed back to the class.
* Students pick 5-6 steps in the 12-step programme, draw and explain how the steps work.
* Class discussion: are these interventions/therapies for addiction reductionist or holistic? Why?
* Class debate: reductionist vs holistic interventions/therapies for addiction.
* Give students evaluations of both aversion therapy and self-management programmes and get them to decide which therapy they are evaluating. Decide which are the most important to least important evaluation points.
* Create an information leaflet for people who are deciding whether to have aversion therapy or a self-management technique. Include information on how each of them works as well as their strengths, weaknesses and comparisons.

**Resources**

* Videos on aversion therapy: [king of the hill](https://www.youtube.com/watch?v=z0xgIE-SKpc) (20 seconds) and [Aversion therapy](https://www.youtube.com/watch?v=JbA2Dtr_8TY) (9 minutes).
* Video: [The 12 step programme for beginners](https://www.youtube.com/watch?v=PDcqZ4QaVPY) (13 minutes).