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| Year 11 | **Topic: Social Influence** **Period:** Autumn 1 |
| **Overview of topic:**The key concepts in this topic are conformity including majority influence, collective and crowd behaviour including pro-social and anti-social behaviour and obedience including obeying the orders of authority figures. Students will then learn about the effect of situational factors on behaviours including: • majority influence on conformity • collective and crowd behaviour, including deindividuation • culture on pro-social and anti-social behaviour • authority figures on obedience • criticisms of the effect of situational factors, including the free will/determinism debate. This includes a Situational Factors Research Study - Bickman (1974): study into obedience and the social power of a uniform. They will then learn about the effect of dispositional factors on behaviours including: • self-esteem on conformity • locus of control in crowds • morality on pro-social and anti-social behaviour • the authoritarian personality on obedience • the influence of the brain in dispositional factors, including; hippocampal volume in self-esteem; and regions of the pre-frontal cortex in morality • criticisms of the effect of dispositional factors including issues of generalisability. This includes a Dispositional Factors Research Study - NatCen (2011): study into the August riots in England with reference to anti-social collective behaviour and dispositional factors. Students will also learn about how minority influence affects social change in relation to changing attitudes and behaviour towards, increasing awareness of, and reducing mental health stigma and discrimination. And how majority influence affects social change in relation to changing attitudes and behaviour towards, increasing awareness of, and reducing mental health stigma and discrimination. |
| **Key** **knowledge:**The understanding of how society can influence behaviour.**Key vocabulary:**

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| **Tier 2** | **Tier 3** |
| **Minority** **Majority**  | **Conformity** **Obedience** **Authoritarian** **Situational** **Dispositional** **Deindividuation** **Pro-social** **Anti-social****Stigma****Discrimination**  |

 | **Key skills:** ***Know how to criticise theories and studies.*** ***Apply the free will vs. Determinism debate.*** |
| **Co-curricular opportunities: *Links to mental health and wellbeing. Also links to the Tottenham riots.***  | **Key reading skills taught *to question* and key texts: Reading about the Tottenham riots.** **Wider Reading Opportunities/Links:**[**https://psychologydictionary.org/hitler-and-conformity/**](https://psychologydictionary.org/hitler-and-conformity/) |
| **How can I use this information at home?*** Conversation starters with your children to discuss their learning
* Support your child in carrying out independent research around the topic
* Visit your local library (or BorrowBox), museums, or other locations to explore the topic
* Promote books/other texts that explore this topic (see reading section)
* Help your child to learn the key vocabulary
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