2 Week Independent Learning plan **Week 11 and 12**

**Support contact details:**

Email general queries to: [nbaker@waseleyhills.worcs.sch.uk](mailto:nbaker@waseleyhills.worcs.sch.uk)

**Teachers email addresses in this subject area:**

Subject Leader (Mrs Balloo) email: KBalloo@waseleyhills.worcs.sch.uk

Subject teacher emails:

Miss Crowther-Green: mcrowther-green@waseleyhills.worcs.sch.uk

Monday 22nd June – Friday 3rd July

Subject: Psychology

Year: 10

Topic/theme: Research Methods Revision



Three stages to online learning

|  |  |  |
| --- | --- | --- |
| **Stage One – Reading Task** | **Stage Two – Completing Tasks** | **Stage Three – Assessing your learning and feedback** |
| Read the lessons in the table below. Think about what you need to learn from the task. It may help to look at the other lessons too as this will show you where your learning is heading. | Find the resources you need. In some instances you may need to log into HomeAccess+ and find the file on the coursework drive (S). Login with your normal school username and password. Use the resource as described to complete the suggested task. Reflect on the teacher’s question.  [Click here for HomeAccess+ drive](https://facility.waseley.networcs.net/HAP/login.aspx?ReturnUrl=%2Fhap)  [Click here for help with accessing HomeAccess+](https://www.waseleyhills.worcs.sch.uk/coronavirus-independent-learning/help-for-parents-and-pupils) | At the end of the two weeks you will be set a task by your teacher on Show My Homework. This is submitted in SMHWK. This task will assess your learning and allow us to give you feedback.  These assessment tasks are optional but submitting them is very helpful for you and your teacher to understand what you have learnt. |



We are here to help you within school opening hours:

|  |  |  |
| --- | --- | --- |
| **Email your teacher** | **Join your teacher for a support chat session** | **Ring school reception** |
| You can now email your teacher using your Office 365 email address. You can also email Mr Baker or the Subject Leader using the contact info above (top right). | You will also receive an invite during the two week period to join an online support chat with your teacher. | Call 0121 4535211 within school hours. They will email your teacher and ask them to contact you. |

Learning tasks for this fortnight:

|  |  |  |  |
| --- | --- | --- | --- |
| **Lesson** | **Aim:**  What you need to take from this lesson | **Resource(s) to use:**  Hyperlinks to videos etc  HomeAccess+ file location | **Suggested task:** |
| 1 | In this lesson you will revise the different types of experiments. | Definitions of types of experiments located on page 6/7 of this document. | Description of what you need to do (step by step):   1. Read the information on types of experiments 2. Make SOMETHING (anything!) to represent each of these types of experiments. Here are some examples: bake a cake, make a stop-motion video, diagram/model, poem, create a play and have members of your family act it out.   A question your teacher would have asked you at the end of this lesson is:  What is a lab/field/natural experiment? |
| 2 | In this lesson you will revise the case study method. | Definition of case study located on page 6/7 of this document.  Paper  Paints | Description of what you need to do (step by step):   1. Pick a family member/someone in your household who gives their consent to the be subject of your case study 2. Explain to them that you are going to conduct a case study into them. 3. Write a questionnaire about their hobbies/interests and ask them to complete it. Use only close-ended questions and rating scales. 4. Conduct an unstructured interview using their answers to the questionnaire e.g. get them to elaborate on their answers. Can you get any more information out of them. Make sure you write down their answers so you have a transcript. 5. Create an ink blot test. Get a plain piece of paper, landscape and fold in two. Open it back up and place a SMALL amount of paint in the centre of the fold. Fold it back up and push the paint in all different directions. Open it back up and ask your participant to note down the first thing they think of.   *\*If you don’t have paint available there are several examples online, you could print one off, or simply show the participant the screen.*   1. Conduct an observation. When you are sitting down to watch TV together think of some behavioural categories you might expect to see e.g. laugh/cry/shock etc. Observe your participant whilst watching TV. Tally each time you see one of your behavioural categories.   A question your teacher would have asked you at the end of this lesson is:  What is a case study? |
| 3 | In this lesson you will evaluate the case study method. | Resources from the previous task  Paper | Description of what you need to do (step by step):   1. Look at all the data you collected from the lesson before. What does it tell you about this individual? Could you use it to explain ALL human behaviour? Why not? 2. Repeat the steps above in lesson two with more family members. Do as many as you can. 3. Do you notice any similarities across the participants responses? Is there a reason for these similarities? What could you say is good/bad about the case study method? 4. Write a list of good/bad points about using a case study to investigate human behaviour.   A question your teacher would have asked you at the end of this lesson is:  What is one criticism of using a case study method?  What is one strength of using a case study method? |
| 4 | In this lesson you will revise the self-report method. | Plain paper/ diary/ notebook | Description of what you need to do (step by step):   1. Later in the course we will be looking at sleep and dreaming. In this topic we look at dreams and the meaning of dreams. 2. I would like you to keep a dream journal. Keep a notebook/paper and pen by your bed at all times for ONE WEEK. Any time you wake up in the night/morning write down your dreams or what you can remember about your dreams. 3. EVALUATION: At the end of the week have a look at what you have written down. Do you notice any deeper meaning to your dreams? Have a friend or family member look at it, what do they think? Did you write down everything in your dreams or was there anything you forgot/ didn’t want to write down? The link to the website below might be a useful starting point to consider the deeper meaning of your dreams:   <https://www.dreams.co.uk/sleep-matters-club/the-10-most-common-dreams-what-they-mean/>   1. In psychology we use self-report methods a lot. From this task what do you think is good/bad about using a self-report method?   A question your teacher would have asked you at the end of this lesson is:  Why is it good to use self-report method in psychology?  Why might it be a problem to use a self-report method in psychology? |
| 5 | In this lesson you will revise data collection and presentation. | Link:  <https://www.optics4kids.org/illusions>  Any materials you can find | Description of what you need to do (step by step):   1. Click the link to the left and have a look at all the different optical illusions. 2. Recreate one of your choice or do some research and find a different one. 3. You are going to test your friends/family members on the optical illusion you have created and collect the data. 4. You are going to look at the difference in responses between males and females. You need to think about the following:  * What do you think will happen? Make a hypothesis. Will more males or females be fooled by the optical illusion? * How are you going to collect the data? Make a suitable table to use when collecting the data * How are you going to keep to all ethical issues? List of ethical issues you need to think about is located on page 7 of this document. * How are you going to present the data you have found – what type of graph would be appropriate here? * What conclusions can you make – was your hypothesis correct?   A question your teacher would have asked you at the end of this lesson is:  In what ways do psychologists collect and present their data? |
| **How will we assess you learning?**  Years 7 and 8: Pupils will be set an interactive quiz using this information on Show My Homework or asked to submit a piece of work such as a photograph of art work.  Year 9 to 11: Pupils may be set an interactive quiz or a written task via Show My Homework. | | | |



**Need help?**

HomeAccess+ <https://facility.waseley.networcs.net/HAP/login.aspx?ReturnUrl=%2fhap> (use your normal school username and password).

Pupil and parent help page: <https://www.waseleyhills.worcs.sch.uk/coronavirus-independent-learning/help-for-parents-and-pupils>



**Fancy showing your best work off?**

You can email a photo of you doing something great, or an example of your best piece of work to your Head of Year for our celebrations assemblies when we return.

Yr 7 please email Mrs Williams at jewilliams@waseleyhills.worcs.sch.uk

Yr 8 please email Mrs Bridgeman at jbridgeman@waseleyhills.worcs.sch.uk

Yr 9 please email Mrs Bradley at kjbradley@waseleyhills.worcs.sch.uk

Yr 10 please email Mr Jones at djones@waseleyhills.worcs.sch.uk

Please keep your work organised in subjects as we are excited to see what you have achieved and reward you for it when we return.

**

**

**Ethical Issues:**

* *Consent*
* *Deception*
* *Confidentiality*
* *Right to Withdraw*
* *Protection from harm*