Psychology Activities

Volume 4: Social Psychology

- Social Influence on Behavior
- Compliance & Conformity
- Social Influence on Thought

Created by Kathleen M. Glusick
Peanut Publishing, LLC

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Introduction

About This Book

The activities provided in this booklet are created to enrich psychology classes. They provide hands-on activities and demonstrations that engage students in the active study of psychology through experimentation.

This volume introduces social psychology concepts such as hindsight bias, social facilitation, compliance to authority, and self-fulfilling prophecy. These activities clarify the terms, procedures, and means to analyze experiments that students either perform or learn about through class and readings.

These psychology activities were created during the development of an experimental psychology course for a high school classroom. The suggestions provided in textbooks and other supplemental material did not offer the hands-on, experimental approach sought by the course instructor. As the class was to be taught in a school utilizing block scheduling (ninety and seventy-five minute classes), lessons that kept students active and interested while demonstrating the key components of psychology were developed. The classroom lessons and materials were used and refined over a two-year period during which four sections of the new psychology course were taught.

The essential goals for each activity were to make them easy to use, to involve and engage the students, and to clarify key psychology concepts.

The topics covered in this booklet, and other *Psychology Activities* volumes, parallel general Psychology textbooks and should be used as a supplemental aid. The activities and demonstrations clarify basic psychology concepts and allow students to see the effect or impact of a concept first hand.

All lessons were created with the teacher and student in mind. The purpose for each lesson is clearly stated and a specific list of materials required for each lesson is provided. Procedures are written in a step-by-step format to allow for easy implementation into a block or typical schedule format. The discussion questions provide closure to the activity and can be done as a class or as individual work to check for student understanding. Hints or tips are offered throughout the booklet to assist teachers in adapting lessons to fit their needs or the ability level of students. The Glossary, which concludes each booklet, defines psychology and experiment terms used throughout the lessons. Student handouts include all necessary instructions and directions as well as material to assist in data collection. Finally, the material is organized in such a way that incorporating the lessons into an existing curriculum is easy and enjoyable.

Current research indicates that students who are actively engaged in the learning process retain information better than those who are passive participants in the classroom. *Psychology Activities* was created with this concept in mind. The hands on approach to Psychology that this booklet offers will spark and maintain student interest. Being involved as subjects and experimenters allows students to become an active part of their own learning. Participation in these activities also provides students with an episodic memory of a classroom experience, strengthening the concepts being taught and therefore improving learning. Most importantly, when students are actively engaged, they have more fun. These activities make the study of psychology an enjoyable experience for everyone!

About the Author

Kathleen M. Glusick graduated from the University of Wisconsin – Madison with a Bachelor's degree in Broad Field Social Studies and a minor in Psychology. She completed her Master's of Education through Cardinal Stritch University in Milwaukee, Wisconsin. She taught World Cultures, Citizenship, Sociology, and Experimental Psychology during her high school teaching career. After completing her thesis, *The Impact of Brain-Compatible Physical Structures on Classroom Learning*, Peanut Publishing was created to enhance involvement in the classroom by providing teachers with student centered activities.

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SOCIAL INFLUENCE ON BEHAVIOR

LESSON 1: HINDSIGHT BIAS – STATEMENT SLIPS

PURPOSE:

- Illustrate the concept of hindsight bias
- Demonstrate the need for scientific data when studying social psychology

MATERIALS:

- Copies of "Statement Slips," page 2

PROCEDURE:

- Without any introduction, distribute one statement slip (p. 2) that is folded in half, to each student.
- Instruct students not to read their slip until directed to do so.
- Explain to students that social psychologists have a difficult job because much of what they study seems to merely be common sense. Their job is to gather data to back up generalized statements and assumptions. Tell students that the statement on their slip has been found to be true, through research studies.
- Instruct students to open their slips, and read the statement.

HINT: Some students may need clarification on what their statement means. Instead of having them read it out loud, go over to them for individual attention.

- Ask students to stand if they agree with the statement on their slip. (The majority of students should stand.)
- Call on a student to read their statement and explain why they agree.
- Read the contradicting statement from that grouping and ask someone who stood in agreement with that statement to explain his/her position.
- Discuss why both students believed their statement to be true.
- Repeat the procedure with the other set of statements.
- Discuss hindsight bias, and how social psychologists want to avoid this phenomenon by having data to back up their findings.
- Have students walk around and find someone with the "matching" contradictory statements to theirs. They should become a pair and sit together.
- Instruct pairs of students to develop a social psychology research method to test which statement is actually more accurate. (Method types: Survey, naturalistic observation, or experiment.)

HINT: The instructor should decide how detailed these research methods should be and how they should be presented to the class. A written plan could be turned in or a verbal description with a poster illustration could be presented to the class.

STATEMENT SLIPS

Group One

Birds of a feather, flock together.

Opposites attract.

Group Two

Absence makes the heart grow fonder.

Out of sight, out of mind.

LESSON 2: HINDSIGHT BIAS – HOW HARD?

PURPOSE:

- Illustrate the concept of hindsight bias
- Demonstrate the need for scientific data when studying social psychology
- Show students how easy it is to be influenced by hindsight bias

MATERIALS:

- Copies of "Student Handout: Questions," page 4
- Transparency of "Question Rating Data Collection Sheet," page 5

PROCEDURE:

- Randomly divide students into two groups. Have the groups sit apart from each other.
- Distribute copies of the student handout: "Questions," (p. 4) giving one group condition A – with the answers, and one group condition B – without the answers.
- Direct students to silently read and follow the directions.
- Allow appropriate time for students to evaluate the questions.
- Use the data collection transparency (p. 5) to gather student ratings of the questions.
- Explain to students what the difference was between the handouts, and discuss whether hindsight bias was demonstrated based on the data collected. (Those with the answers should have rated the questions as easier than those without the answers.)

HINT: This demonstration could be expanded by adding a "title condition." Copy both conditions of the questions with the title: "Questions No One Knows." Divide the students into four groups: Condition A – original title, Condition B – original title, Condition A – new title, Condition B – new title. Repeat the procedure above, but analyze the impact a leading title has on perceived difficulty of the questions.

DISCUSSION QUESTIONS:

- How great a difference was there between the rating scores?
- How can this difference, or lack of one, be explained?
- What role does the title play in perceived difficulty?
- How can this experiment be related to every day events?
- Were there any confounds?

STUDENT HANDOUT: QUESTIONS

CONDITION A

Instructions: Read through the questions and answers printed below and use the scale at the bottom of the sheet to rate, overall, how difficult the questions are.

Questions Everyone Should Know

1.	Who were the first two Presidents of the United States?	Washington & Adams
2.	What were the first settlers in the United States called?	Pilgrims
3.	During what years did World War II take place?	1914-1918
4.	Who was one of the first Americans to walk on the moon?	Neil Armstrong
5.	What was the name of Russia's first spacecraft?	Sputnik
6.	Who is George Lucas?	Director of Star Wars
7.	How many feet are in a mile?	5,280
8.	Who started the "moonwalk" craze?	Michael Jackson
9.	What product is "mmm, mmm, good"?	Campbells soup
10.	What did "Peter Piper" pick?	A peck of pickled peppers

Overall difficulty of the questions:

1----------2----------3----------4----------5----------6----------7----------8----------9----------10

Very easy Pretty easy Challenging Difficult Very difficult

CONDITION B

Instructions: Read through the questions printed below and answer them in the space to the right. After completing as many as you can, use the scale at the bottom of the sheet to rate, overall, how difficult the questions are.

Questions Everyone Should Know

1. Who were the first two Presidents of the United States?
2. What were the first settlers in the United States called?
3. During what years did World War II take place?
4. Who was one of the first Americans to walk on the moon?
5. What was the name of Russia's first spacecraft?
6. Who is George Lucas?
7. How many feet are in a mile?
8. Who started the "moonwalk" craze?
9. What product is "mmm, mmm, good"?
10. What did "Peter Piper" pick?

Overall difficulty of the questions:

1----------2----------3----------4----------5----------6----------7----------8----------9----------10

Very easy Pretty easy Challenging Difficult Very difficult

QUESTION RATING DATA COLLECTION SHEET

	Condition A (Questions & Answers)		Condition B (Questions Only)	
Individual Ratings				
Average Rating				

LESSON 3: SOCIAL FACILITATION – WANT TO RACE?

PURPOSE:

- Demonstrate the occurrence of social facilitation – improvement of performance due to the presence of others
- Allow students to participate in a physical activity and experiment

MATERIALS:

- Equal lengths of yarn (or thread and a spool)
- Stopwatches
- Transparency of "Winding Times Data Sheet," page 8

PROCEDURE:

- Randomly divide students into groups of four. Assign students in each group to be "subject one," "subject two," "subject three," and "subject four." Students will act as experimenter and subject in this exercise.
- Distribute a stopwatch and piece of yarn to each group.
- Have the groups separate around the room and face different directions. After the instructions are read, a few groups could go out in the hall. It's important for the first subjects to not see others winding the yarn or feel any competition.
- Read the following instructions to the students:
  - "Subject one should stand and take the yarn. When you are ready to begin, one person from your group will say "start" and begin timing how long it takes you to wind the yarn into a ball. You should try to wind it as fast as you can. When subject one is done, subject three or four should come and write the time on the data transparency."
  - "This procedure should be repeated with subject two winding the yarn. After subject two's time is recorded on the transparency, your group should sit down and wait for further instruction."
- Allow adequate time for groups to complete the first part of this experiment.
- When all groups have recorded scores for subjects one and two, distribute a second piece of yarn and second stopwatch to the groups.
- Instruct the students who have already been subjects to decide which group member they are going to be responsible for timing.
- Read the following instructions:
  - "Both subjects three and four should stand and take a piece of yarn. When you are both ready to begin, your other group members will say "start" and begin timing how long it takes you to wind the yarn into a ball. You should both be winding the yarn at the same time. You should try to wind it as fast as you can. When the subjects are done, each timer should record the times on the data transparency."
- Once all data is recorded, complete the averages on the transparency.
- Explain the phenomena of social facilitation. Norman Triplett's 1897 experiment with fishing reels could be referenced along with his theory of Dynamogenesis.
- Proceed to the discussion questions that follow.

HINT: The discussion questions could be given to the groups to answer first, and then discussed as a whole class. Or the instructor could ask the questions to the class as a whole.

DISCUSSION QUESTIONS:

- Did social facilitation prove to be true in this experiment?
- Why does social facilitation occur?
- Did those in condition B feel as though they were competing, even though that wasn't stated?
- What are the positive effects of social facilitation?
- Are there negative effects of social facilitation? If yes, what are they?
- Are there any examples of how social facilitation impacts your daily life?
- Are there any examples of how social facilitation impacts life in general – the workplace, school, etc?
- Would the impact of social facilitation increase or decrease with group size?
- Do you think this phenomena has a larger impact on males or females?
- What were the flaws in this experiment?
- Were there any confounds?
- What are other activities that could be used in this experiment besides winding yarn?
- How could you improve or alter this experiment?

WINDING TIMES DATA SHEET

	Condition A (Individual Winding)		Condition B (Pair Winding)	
Individual Winding Times (in seconds)				
Average Time				

LESSON 4: SOCIAL FACILITATION – JUMP ROPE

PURPOSE:

- Demonstrate the concept of social facilitation
- Differentiate between the mere presence of others, versus competition

MATERIALS:

- Jump ropes (or hula hoops)
- Copies of "Student Handout: Jumping Instructions," page 10
- Transparency of "Jump Rope Data Collection," page 11

PROCEDURE:

- Randomly divide students into three groups so that ¼ of the class is in Condition A, ½ of the class is in Condition B, and ¼ of the class is in Condition C.
- Have students in Condition B get into pairs.
- Distribute the appropriate handout to students, based on their condition.
- After the instructions have been clarified and any questions have been answered, allow students in Condition A and B to proceed with the activity. Remind students to separate from each other. Those in Condition C need to wait until a Condition A person comes to get them (per their instructions).

 HINT: This experiment is best to do outside or in a gym.

- Once all students have completed the activity, have students record their data on the Jump Rope Data Collection sheet (p. 11).
- Average the data and proceed with the discussion questions.

DISCUSSION QUESTIONS:

- Which Condition had the highest (best score)?
- What should the results look like according to the social facilitation theory?
- Was social facilitation found to be true in this experiment?
- What were some confounds in this experiment?
- How could this experiment be improved?
- Did the mere presence of others impact scores?
- Did competition raise or lower jumping ability?
- Does competition sometimes raise the likelihood of errors because people are working too fast?
- How can you balance activities so that competition has a positive impact?

STUDENT HANDOUT: JUMPING INSTRUCTIONS

Condition A

You are jumping rope by yourself. Find a space where no one is near you and you cannot see anyone else jumping rope. You need to jump on one foot – your *left* foot if you are *right-handed*, your *right* foot if you are *left-handed*. While jumping you need to count the number of times you jump before making a mistake. When you make a mistake, you are done with the activity. Write the number of times you jumped in a row in the space below.

Number of jumps: ☐

After recording your data, find a person in Condition C to pair up with. You are going to simply stand near them when they are jumping rope. You are not to make any comments, noises, or count. You simply need to stand so that they can see you.

Condition B

You are jumping rope with another person jumping rope next to you. Find a space where you and your partner are separated from other groups. You need to jump on one foot – your *left* foot if you are *right-handed*, your *right* foot if you are *left-handed*. While jumping you need to count the number of times you jump before making a mistake. When you make a mistake, you are done with the activity, although your partner may continue. If you finish before your partner, sit down and do nothing to distract or interrupt your partner. When you are both done, write the number of times you jumped in a row in the space below.

Number of jumps: ☐

Condition C

You are jumping rope alone, but another student will be standing near you (someone from Condition A). You need to wait for a Condition A student to finish their activity and pair up with you before you begin.

You need to jump on one foot – your *left* foot if you are *right-handed*, your *right* foot if you are *left-handed*. While jumping you need to count the number of times you jump before making a mistake. When you make a mistake, you are done with the activity. Write the number of times you jumped in a row in the space below.

Number of jumps: ☐

JUMP ROPE DATA COLLECTION

	Condition A: Alone		**Condition B: Competition**		**Condition C: Bystander**	
Individual Data Scores						
Average per condition						

LESSON 5: COOPERATE OR COMPETE – BALL TOSS

PURPOSE:

- Illustrate the change in group behavior due to competition
- Analyze individual behavior and feelings towards competition versus cooperation

MATERIALS:

- Balls, candy/treats
- Transparency of "Ball Toss Data Collection," page 13
- Copies of "Student Handout: Ball Toss Analysis," page 14

PROCEDURE:

- Break students into two or three groups, depending on class size. There should be approximately 8-10 students in a group.
- Read the following instructions to students:
  - "Your group is going to play two ball tossing games. For the first game, your goal is to keep the ball moving without making errors. You need to say the person's name you are throwing the ball to before you throw it. One person in your group needs to count the number of tosses made and the number of errors made. An error is counted as: dropping the ball, saying the wrong name of who you're tossing the ball to, and catching the ball when your name wasn't called."
- Have all of the groups get into similar sized circles and give one ball to each group.
- Tell students that they will be playing for three minutes (or another length of time you determine to be appropriate).
- Tell students to begin and start timing the game.
- After the appropriate amount of time, stop the game and record the data on the Ball Toss Data Collection transparency (p. 13).
- Read the following instructions to students:
  - "For the second game, you will not call out the name of the person you are throwing the ball to and you will be eliminated from the game if you make an error. If 4 or fewer people are remaining at the end of the time limit, those left will receive a reward. Tosses made and errors will again be counted.
- Remind students of the time limit, tell them to begin and start timing the game.
- After the appropriate amount of time, stop the game and record the data on the Ball Toss Data Collection transparency (p. 13).
- Distribute the student handout: "Ball Toss Analysis," (p. 14) and have students complete it before discussing the questions below. Discuss the student handout along with the following discussion questions.

DISCUSSION QUESTIONS:

- Which Condition had the highest number of tosses? What could account for this?
- Which Condition had the lowest number of errors? What could account for this?
- What conclusions could be drawn about competition settings versus cooperative settings?

BALL TOSS DATA COLLECTION

	Condition A: Cooperative		Condition B: Competition	
	# of Tosses	# of Errors	# of Tosses	# of Errors
Group 1				
Group 2				
Group 3				
Group 4				
Average:				

Name: _____

STUDENT HANDOUT: BALL TOSS ANALYSIS

Directions: You just participated in an exercise on competitive versus cooperative behavior. Complete the following questions regarding your performance, observations and feelings about your participation.

Circle the feelings that describe how you felt before starting the first game:

excited	nervous
anxious	fearful
eager	energized
aggravated	annoyed
glad	relaxed

Circle the feelings that describe how you felt before starting the second game:

excited	nervous
anxious	fearful
eager	energized
aggravated	annoyed
glad	relaxed

How competitive of a person do you think you are?

1 ---------- 2 ---------- 3 ---------- 4 ---------- 5 ----------6

Not at all Competitive	Rarely Competitive	Sometimes Competitive	Usually Competitive	Always Competitive

Which game did you enjoy more? (Explain why)

How did your behavior change from one game to the next?

How did you see other behavior change from one game to the next?

COMPLIANCE & CONFORMITY

LESSON 6: OBEDIENCE – TEACHER VERSUS STUDENT

PURPOSE:

- Demonstrate the power of authority and compliant behavior
- Allow students to work with teachers in running an experiment

MATERIALS:

- Transparency of "Obedience Experiment Diagram," page 16
- Copies of "Student Handout: Obedience Instructions," page 17

PROCEDURE:

- Engage students in a discussion about authority and why there is more compliance with requests coming from authority figures. Discuss what establishes authority – verbal and physical cues.
- Explain the experiment purpose and procedure using the "Obedience Experiment Design" transparency (p. 16).
- Distribute the student handout: "Obedience Instructions," (p. 17) and review the students roles.
- Provide students with books to use, or have students use their Psychology textbook.

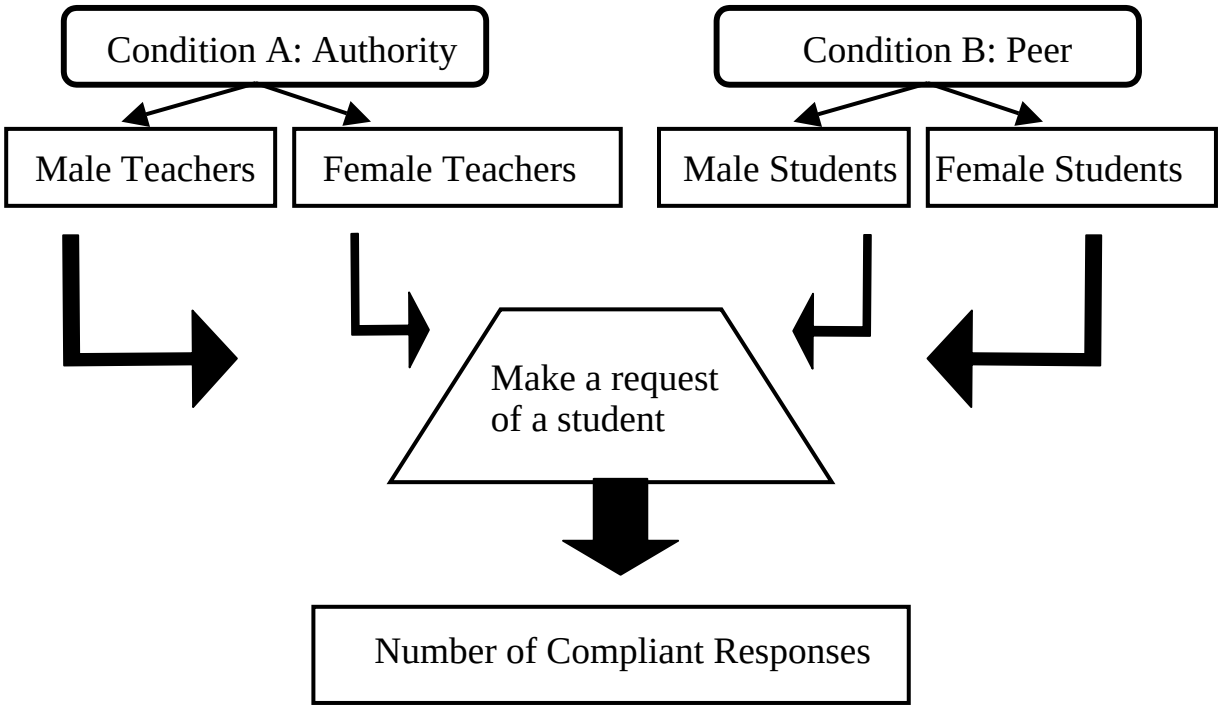
> **HINT**: Allow a few days for students to complete this activity and remind them on a daily basis that they need to be gathering their data.

- Select a few willing teachers to assist in this experiment. Explain the purpose of the experiment to these teachers and give them the same instruction handout that the students were given.
- When the data has been collected, complete the data analysis section on the Obedience Experiment Diagram transparency.
- Use the discussion questions below to assist the class in analyzing the results.

DISCUSSION QUESTIONS:

- Which Condition had the highest rate of compliance? What could account for this?
- Which Condition had the lowest rate of compliance? What could account for this?
- What were some confounds in this experiment? (ie. Could a student have been asked more than once to hold a book (by different experimenters/teachers)? Were there more students than teachers participating? Etc.)
- What impact did gender of the "asker" have on the results?
- What other variables could have influenced compliance?
- How could you change/alter this experiment to determine the influence of other variables?

OBEDIENCE EXPERIMENT DIAGRAM



DATA ANALYSIS

Percent of Compliant Responses

Male Teachers:	Female Teachers:	Male Students:	Female Students:

All Teachers:	All Students:
All Males:	All Females:

STUDENT HANDOUT: OBEDIENCE INSTRUCTIONS

You are participating in an experiment on authority. It is important for all participants to be consistent so that the results will be accurate and reliable. Please follow the instructions below carefully.

Your role is to ask a student whom you *do not know* to hold a book for you. You must do this with ten students (5 males, and 5 females). If the student takes the book from you, say thank you, and take it back. If the student does not take the book from you, say thank you, and walk away.

These are the things you MUST DO:

- You must use the book you are given.
- You must not be holding anything else.
- You must not know the student.
- You must do this during a passing time, in the hallway.
- You must use the exact phrase: "Would you please hold this for a second?"

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These are the things you MUST DO:

- You must use the book you are given.
- You must not be holding anything else.
- You must not know the student.
- You must do this during a passing time, in the hallway.
- You must use the exact phrase: "Would you please hold this for a second?

LESSON 7: ALTRUISM – DROP IT

PURPOSE:

- Analyze the variables that increase compliant behavior
- Allow students to run independent experiments

MATERIALS:

- Pencils or coins
- Transparency of "What Makes Someone Help?," page 19
- Transparency of "Helping Variables" and "Helping Experiment Design," page 20
- Copies of "Student Handout: Helping Experiment Data and Analysis," page 21

PROCEDURE:

- Break students into groups of five.
- Using the transparency "What Makes Someone Help?" (p. 19), have students brainstorm reasons why people help each other. What characteristics of the "helper" make him/her more likely to come to someone's aid? What characteristics of the "person in need" make it more likely for someone to come to their aid? What about characteristics of the situation?
- Explain the following procedure to students:
  - Your group is going to create and run your own experiment. In your experiment, you are going to determine what variables make it more likely for other students to help you pick up something you dropped. Here are some of the variables to consider.
- Show the transparency: "Helping Variables," (p. 20) and discuss how these variables may impact helping and how they could be studied in an experiment.
- Show the transparency: "Helping Experiment Design," (p. 20) and explain to students how an experiment could be run. Instruct them to plan an experiment in their group.

HINT: To minimize arguing over the variables to be studied, or having the same variables studied over again, the instructor may want to assign certain variables to the groups.

- Students should turn in a plan/diagram of their experiment. If the plan is accurate, students should be allowed to run their experiment.
- Distribute the student handout: "Helping Experiment Data and Analysis," (p. 21) to each group.
- Notify students of the time frame in which to complete data collection and the date on which they will be reporting their findings.
- Clarify the expectations for how they will report their findings to the class – verbal report, transparency visual, poster visual, length, etc.

WHAT MAKES SOMEONE HELP?

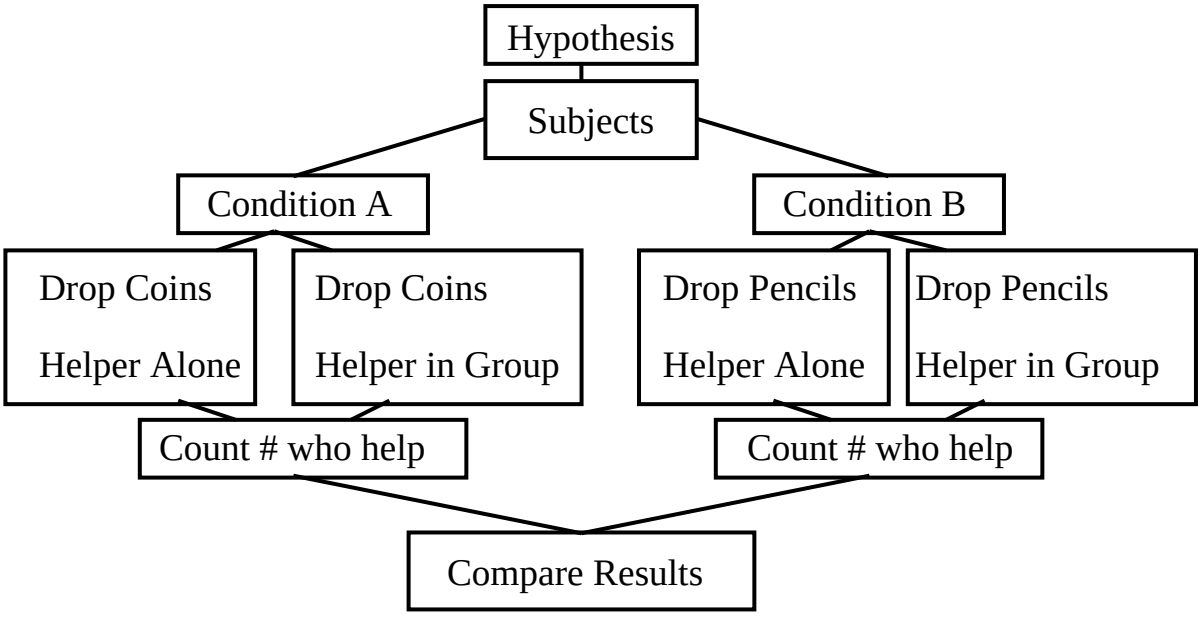
CHARACTERISTICS OF THE "HELPER"	CHARACTERISTICS OF THE "PERSON IN NEED"	CHARACTERISTICS OF THE SITUATION

HELPING VARIABLES

Gender of the helper and the person in need
Age of the helper and the person in need
Relationship of people – friends or strangers
Relationship of people – authority figure or not
Items dropped – loud or quiet noise
Items dropped – hard or easy to pick up
Items dropped – messy or clean
Situation – beginning/end of class
Situation – class/passing period/lunch
Situation – characteristics of person in need:
- Have hands empty or full
- On crutches or in wheelchair
- With other people or alone

Situation – characteristics of helper:
- With other people or alone
- In a hurry or not rushed

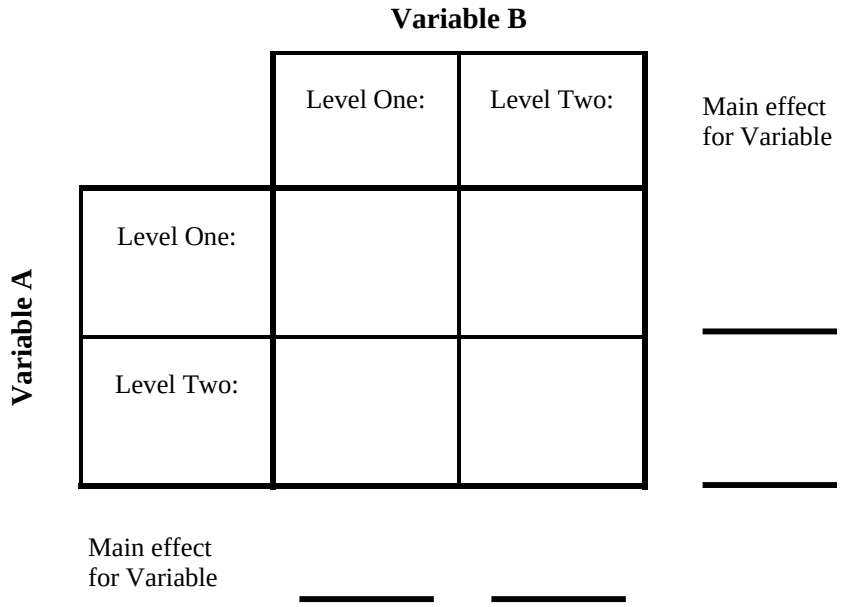
HELPING EXPERIMENT DESIGN EXAMPLE



Name: _____

STUDENT HANDOUT: HELPING EXPERIMENT DATA AND ANALYSIS

Directions: Use this handout to keep track of the data and analyze the results from your experiment. In the boxes below, write in the levels of the variables you chose to study (ie. if your variable is gender of the helper, one level is male, the other is female). Use the boxes to tally and total your raw data. On the lines at the side and the bottom, determine main effects by calculating the percentage of helpers across both levels of a variable.



1) Which variable was more influential in affecting helping behavior? _____

2) Did your results match your hypothesis? _____

3) Were there any confounds that impacted your experiment? _____

_____

4) What are the conclusions you can draw from your data? _____

_____

_____

5) Was there an interaction between your variables? _____

LESSON 8: ALTRUISM – ARE YOU OKAY?

PURPOSE:

- Analyze the factors that motivate people to help others
- Illustrate the impact of diffusion of responsibility

MATERIALS:

- Miscellaneous survey
- Copy and Transparency of "Are You Okay? Data Analysis," page 23

PROCEDURE:

> **HINT**: You need to have another teacher and possibly a student working with you for this experiment to work. The teacher needs to pretend to have surveys on some topic and the student needs to pretend to be injured and record data after the subject leaves.

- Explain to students that another teacher needs them to complete a survey. You will be sending them to another room, one at a time, to complete the survey.
- The teacher should not be present in the classroom, but there should be a note on the board explaining that he/she had to step out and instructing students to take a survey, complete it and leave it on the desk.
- Once the subject begins the survey, another student should enter the room, take a book from the teacher's desk, and when out of sight (but within earshot) of the subject, the student should pretend to fall, drop the book, and cry out that his/her foot is hurt.
- After a set time, if not helped, the student should get up and wait for the subject to leave the room. If helped, the student should say thanks, and pretend to go his/her way. The student should record the data on the copy of "Are You Okay? Data Analysis," (p. 23) (The student should then return for the following subjects.)
- After one third of the class has gone to the "survey room" and been subjects, pair the remaining two thirds together and have them go in together to complete the survey.
- As the students come back to the room, they need to be engaged in some activity so that they aren't allowed to talk to their classmates about the survey and the student hurting his/her foot.
- When all of the students have been subjects, collect and present the data.

DISCUSSION QUESTIONS:

- What influenced your decision to help the injured student?
- What were the confounds in this experiment?
- Why did the individuals (or the pairs) have a higher rate of helping?
- In a previous study, those in the "alone" condition helped 70% of the time while those in the "pairs" condition helped 40% of the time. What are some reasons for this? Did your experiment parallel this?

ARE YOU OKAY? DATA ANALYSIS

Data Collection: Use the chart below to keep track of who comes to see if you are ok. Check the gender of the subject, and use a check mark to indicate whether or not you received help. In the pair column, star the gender of the helper, if you received help.

Alone			
Gender (Check)		Help? (Check)	
Male	Female	Yes	No

Pairs			
Gender (Write number)		Help? (Check & note M/F)	
Male	Female	Yes	No

Percent of People Who Helped

		Gender		Main Effect for Presence of Others
		Males	Females	
Presence of Others	No – Alone			
	Yes – Pairs			_____
Main Effect for Gender		_____	_____	_____

LESSON 9: CONFORMITY – TO CHEAT OR NOT TO CHEAT

PURPOSE:

- Determine how the presence of others impacts moral behavior
- Determine how the positioning of others impacts behavior

MATERIALS:

- Copies of "Times Test," page 25
- Copy of "Student Handout: Conformity Data Analysis," page 26
- A timer with a bell or buzzer

PROCEDURE:

> **HINT**: The real purpose of this experiment is to see if subjects will cheat on a timed test (by continuing to do problems after the buzzer goes off). Subjects will either be alone in a room, facing another person, or not facing another person.

- Three sets of subjects are needed for this experiment – one set of individuals for Condition A (Alone), one set of pairs for Condition B (Pairs Together) and one set of pairs for Condition C (Pairs Apart).
- A room needs to be set up with either a video camera, peep hole, or one way mirror/window, so that subjects can be observed without their knowledge. One option is to hollow out a podium and drill a small hole so that an experimenter can hide inside and watch the subjects.
- Subjects should be told they are taking part in an experiment on stress (a deception) and brought into the room one at a time (unless they are in the pair condition). Subjects should be seated and given the "Times Test," (p. 25) and be read the instructions on the student handout: "Conformity Data Analysis," (p. 26).
- The experimenter should then start the timer and leave the room, shutting the door so the subject thinks he/she is alone.
- When the subject comes out of the room, the experimenter should ask the subject to rate their stress level and record the number, even though it is not necessary data for the experiment. The subject is then done with the experiment.
- For Condition B, the pairs of students should be seated in close proximity and facing each other. The procedure is the same.
- For Condition C, the pairs of students should be seated far away from each other and facing apart. The procedure is the same.
- The observing experimenter should record the data and analyze it at a later time. The times test can be discarded, the only aspect of interest to the experimenter is whether or not the subject cheated by continuing to work after the buzzer.

TIMES TEST

5 x 7 = _____	9 x 8 = _____	6 x 7 = _____
2 x 7 = _____	3 x 4 = _____	5 x 1 = _____
7 x 7 = _____	6 x 2 = _____	8 x 0 = _____
3 x 3 = _____	8 x 2 = _____	4 x 12 = _____
2 x 9 = _____	9 x 4 = _____	5 x 8 = _____
3 x 7 = _____	9 x 6 = _____	11 x 3 = _____
1 x 7 = _____	1 x 8 = _____	2 x 4 = _____
5 x 9 = _____	9 x 8 = _____	6 x 7 = _____
8 x 7 = _____	6 x 6 = _____	2 x 3 = _____
10 x 7 = _____	2 x 1 = _____	5 x 4 = _____
15 x 3 = _____	12 x 8 = _____	6 x 0 = _____
5 x 5 = _____	3 x 8 = _____	2 x 9 = _____
4 x 7 = _____	9 x 3 = _____	6 x 6 = _____
3 x 5 = _____	7 x 8 = _____	7 x 7 = _____
15 x 4 = _____	2 x 18 = _____	4 x 5 = _____
5 x 9 = _____	5 x 3 = _____	6 x 11 = _____
2 x 17 = _____	3 x 8 = _____	4 x 12 = _____
3 x 2 = _____	1 x 4 = _____	6 x 10 = _____
4 x 4 = _____	9 x 4 = _____	3 x 3 = _____
8 x 8 = _____	12 x 4 = _____	2 x 2 = _____
8 x 5 = _____	7 x 7 = _____	1 x 1 = _____
5 x 6 = _____	4 x 2 = _____	3 x 7 = _____

STUDENT HANDOUT: CONFORMITY DATA ANALYSIS

Instructions to read to subject:

"You need to complete a simple math times test. When this buzzer goes off you need to stop immediately and bring me your paper – I'll be outside of the room. At that time, I will ask you to rate your stress level. You should be able to finish most of the problems"

In the pairs conditions, also say: *"Please do not talk to each other or help each other."*

Hand the subject the test, start the timer and say, *"Begin."* Then leave the room.

When the subject(s) brings the test to you, say: *"Please rate the stress you feel on a scale of one to ten – one being low and ten being high."* (Record the rating.) *"Thank you, you are done!"*

DATA RECORDING CHART

Put a check mark in the appropriate column for each subject

Condition A: Alone		**Condition B: Pairs Together**		**Condition C: Pairs Apart**	
Did Cheat	Did Not Cheat	Did Cheat	Did Not Cheat	Did Cheat	Did Not Cheat

DATA ANALYSIS CHART

	Condition A: Alone	Condition B: Pairs Together	Condition C: Pairs Apart
Percent of People Who Cheated			

Conclusions: _____

_____

_____

_____

LESSON 10: CONFORMITY – I WILL IF YOU WILL

PURPOSE:

- Demonstrate the ease at which people conform to improper behavior when the stakes are low
- Provide students with a model experiment they can expand upon

MATERIALS:

- Copies of "Student Handout: Word Search," page 29

PROCEDURE:

> **HINT**: There are two main purposes of this experiment: one is to see how one person can coerce another into doing something wrong, the second is to see if a person who is alone, or with someone else is more likely to violate social norms. The fake (and insignificant) part of the experiment is the completion of a word search.

- Divide students into three groups. One half of the third group of students in class need to be enlisted as "helpers" in this experiment. They should be given the following instructions the day prior to the experiment:
  - "You have been randomly selected as "helpers" in tomorrow's experiment. Everyone is going to be told it is an experiment on social behavior and given a word search to complete individually or with a partner. It really is an experiment on conformity. When you are sent in the hall with your partner to complete the word search, there will be a tray of snacks (cookies, gum, etc.) left out as if from a meeting taking place somewhere in school. You need to take something off the tray and try to get your partner to go along with you. This is what you can say:"
    - "I'm having one – no one is around and no one will know."
    - "This is good, you should get something too."
- Remind the "helper" students that they cannot say anything about their role to the rest of the class.
- The next day, set the snacks in the hall and explain the following to students:
  - "Today's experiment is on social behavior and whether it is easier to complete a puzzle, in this case, a word search, alone or with a partner. When I give you a word search, write down the time, go out in the hall, complete the sheet, write down the time when you return and give me the sheet."
- Distribute the student handout: "Word Search," (p. 29) to students (one subject or subject pair at a time) who have been pre-assigned to one of three conditions (alone, with a partner, or with a "helper" partner).
- After each subject/subject pair comes in from the hall, check the inventory of snacks to see if any have been eaten. Record that information.

- Once all subjects have completed the experiment, explain the true purpose of the experiment and ask students if any of them ate from the snack tray and compare that to the data gathered during the experiment.
- Show the findings from the experiment on the board in a chart similar to the graphic below.

Percent of Subjects Who Ate a Snack
(Excluding the helpers)

Condition A: Alone	Condition B: Pairs	Condition C: Helper Pairs

- Discuss the findings and student behavior/motivations/feelings using the discussion questions that follow.

DISCUSSION QUESTIONS:

- What could account for the results your data shows?
- Did the coercion of the "helper" students impact the results? Why?
- How did the "helpers" feel about being deceptive?
- How would the results have changed if the items in the hall had been worth more – such as CD's or money? What if they were worth less – such as pens or pencils?
- Did any of the students feel a sense of guilt? On a scale of one to ten – have students who took something rate the guilt they felt and compare the conditions.
- In Condition B, if one person took something was it more likely for the other person to follow suit?
- Which gender was more likely to take something – girls or boys?
- Would you expect a difference in behavior from Freshmen versus Seniors?
- What if a Freshman had been paired with a Senior "helper?"
- How does this relate to issues such as mob violence and mass rioting/looting?

Name: _____

STUDENT HANDOUT: WORD SEARCH

Instructions: If you are working alone, complete the word search as quickly as you can. If you are working in pairs, help each other complete the word search as quickly as you can. Note the starting and stopping times below.

Start Time: _____ Stop Time: _____

A	F	D	A	F	W	O	A	M	H	A	M	C	J	K	E
L	P	E	A	S	U	N	M	C	F	V	G	T	E	B	C
L	A	P	C	N	R	O	N	H	R	T	U	A	T	U	U
E	V	T	L	N	A	N	A	P	I	E	N	B	T	R	C
C	I	Z	A	E	C	W	N	S	A	L	M	S	I	G	B
O	A	Z	Z	I	P	D	F	L	E	T	T	U	C	E	X
R	Y	T	P	C	0	T	T	O	N	O	C	A	R	R	T
N	S	T	E	W	T	B	N	M	U	J	F	R	U	I	T
A	N	A	N	A	B	R	B	S	P	Y	R	M	B	Z	A
C	J	J	K	P	W	O	C	E	A	P	O	J	W	L	L
R	H	F	N	J	H	C	I	L	C	L	B	P	M	E	L
Q	C	H	I	P	S	C	E	W	S	C	S	E	M	O	I
A	F	E	L	R	T	O	C	X	I	O	S	A	S	E	R
R	E	F	W	O	K	L	E	E	N	G	W	N	U	C	O
W	D	C	O	L	H	I	V	N	M	W	H	U	G	E	T
C	A	R	R	O	T	O	R	T	I	L	L	A	E	L	D

Words to find:

Apple	Corn	Pizza	Broccoli	Salsa	Burger
Peas	Tortilla	Pie	Lettuce	Ham	Fruit

LESSON 11: CONFORMITY – WHICH LINE IS LONGER?

PURPOSE:

- Replicate an experiment done by Solomon Asch in 1951
- Demonstrate conformity – changing behavior to follow the beliefs of others

MATERIALS:

- Transparency of "Line Cards," pages 32-33

PROCEDURE:

- Randomly divide your class into groups so that there are seven students in each group. Randomly select one student from each group to be the true subject.
- Prior to the experiment, send the subjects out of the room (on an errand perhaps) and explain the following to the class.
  - "We are going to pretend to do an experiment on perception, where you will be in groups with one of the students who was just sent out of the room. You will be shown a picture and asked to tell me which two lines are similar in length. Sometimes you are going to tell me the correct answer, and sometimes you will tell me an incorrect answer."
- Do a demonstration with one of the experiment cards as an example.
  - "The real subjects are going to be the students who are out of the room right now. They will be last in line to give an answer and we will see if they will conform to your incorrect answers. You must try to be serious, and not look at the last person or give them any clues about what is going on."
  - "I will tap the shoulder of the first person in line when I want you to give an incorrect answer – the rest of you should repeat the answer that the first person says – even if you know it's wrong. That's the only way this experiment will work."

HINT: If you're concerned about the last person seeing you tap the shoulder of the first person, develop a different cue to indicate giving a "wrong" answer.

- When the "subject" students return and the whole class is together again, divide the class into groups and work with one group at a time (the other students cannot be present when a group is looking at the slides). Read the following "fake" instructions to each group:
  - "We are going to do an experiment on perception. You will be shown a series of drawings containing lines. On the left side will be a standard line and on the right side will be three comparison lines. One at a time, you will each state, out loud, which line is the same length as the standard line."
- Complete a trial demonstration and answer any questions.

- Tell the group that you are going to begin the experiment. Use the sequence of "correct" and "incorrect" trials as noted on the data collection chart below. This will help maintain consistency across groups.

HINT: Some line cards will have to be repeated. Use post-it's or other paper to cover the cards so only one set of lines can be seen at a time. The instructor may want to use a copy machine to enlarge the line cards and put each card on its own transparency.

- Use a check mark on the data collection chart to indicate conformity by the subject.
- Repeat the procedure with the other student groups.
- After all groups have completed the experiment, share the true meaning of the experiment with the subjects, and discuss the data using the discussion questions below.

Data Collection Chart
(C = Correct answer given by group, I = Incorrect answer given by group)

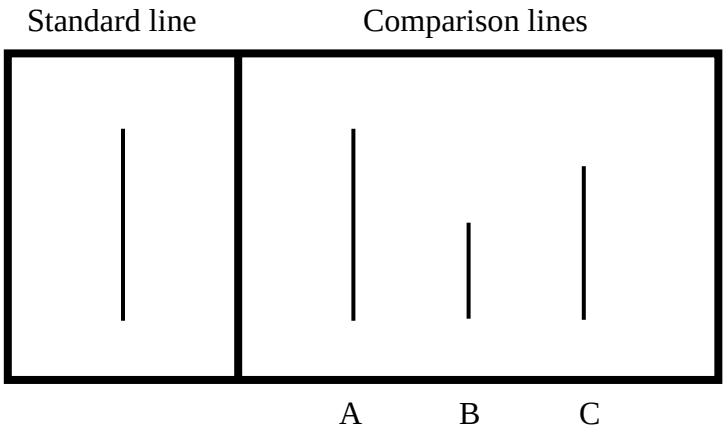
Trial #		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Trial Type		C	C	C	C	C	I	C	C	C	I	C	C	I	C	I
Group #	1															
	2															
	3															
	4															
	5															

DISCUSSION QUESTIONS:

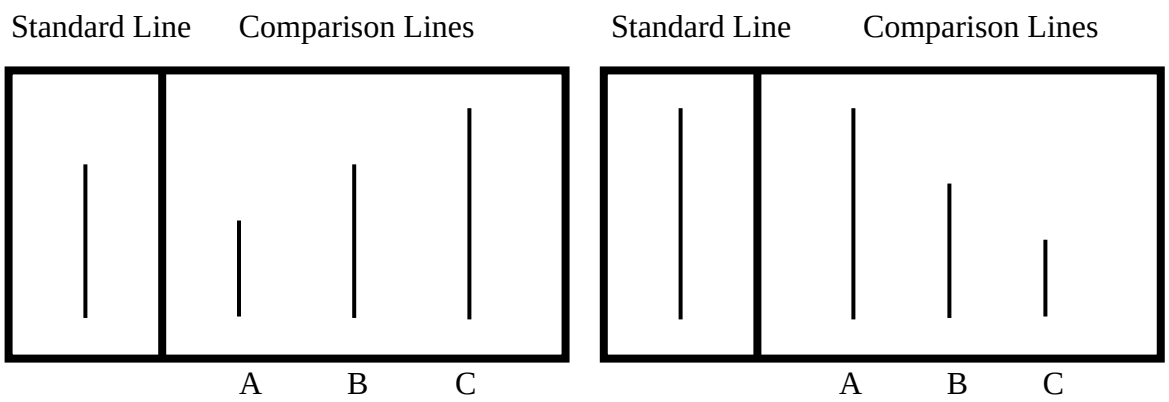
- Were subjects likely to conform to the incorrect answers?
- Were subjects more likely to conform right away, or after a few "incorrect" trials had past?
- What were some of the confounds in this experiment?
- How could this experiment be improved?
- Was there a difference in conformity between genders?
- Could the trial type order be changed to increase the strength of the results?
- Would adding more people to a group make someone more likely to conform?
- Would having less people in a group make someone less likely to conform?
- What other factors influenced whether someone conformed or not?
- Why did people conform when they knew (or thought) the answer was wrong?
- Why did people not conform when the others had given an incorrect answer?

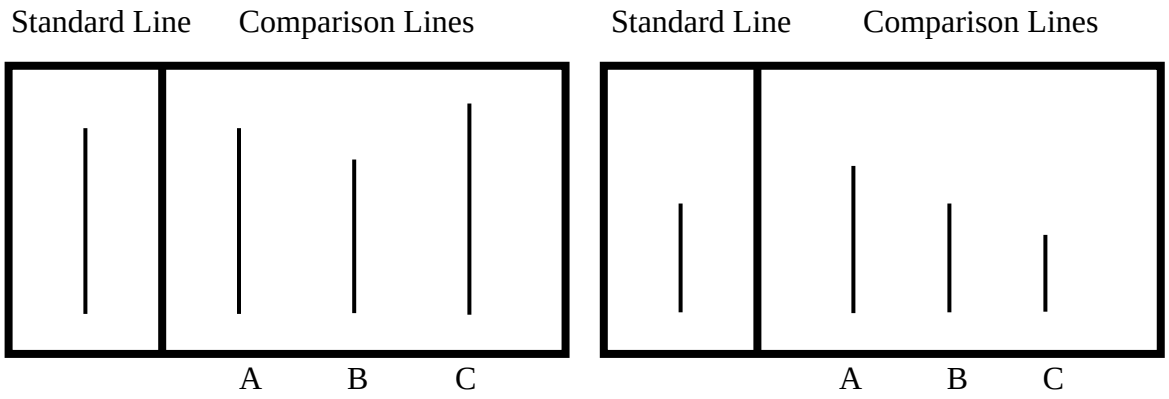
LINE CARDS

Demonstration

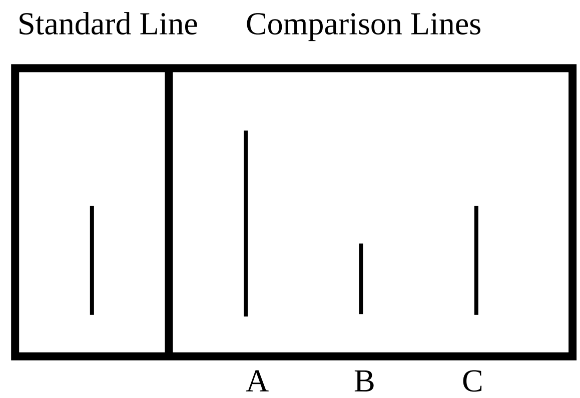


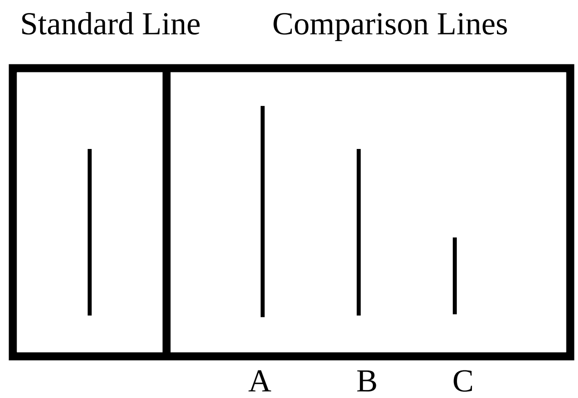
Experiment Cards

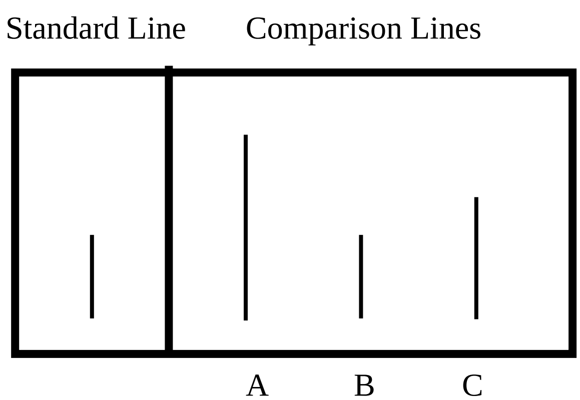


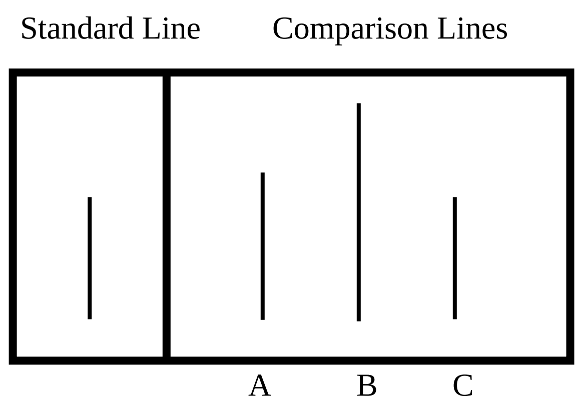


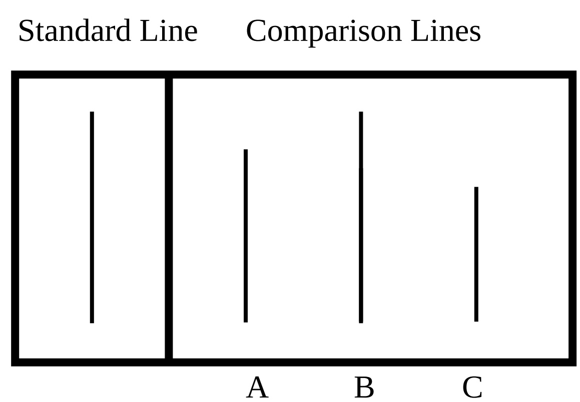
LINE CARDS, CONT.

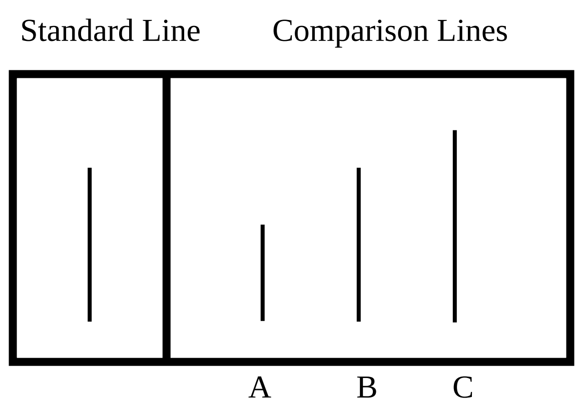












SOCIAL INFLUENCE ON THOUGHT

LESSON 12: IMPRESSION FORMATION

PURPOSE:

- Demonstrate how people make judgments based on gender
- Provide an opportunity for discussing the stereotypes of expected social behavior from different genders

MATERIALS:

- Copies of "Student Handout: Personal Data," page 35
- Transparency of "Impression Formation Data," page 36

PROCEDURE:

- Randomly divide students into two groups. Assign each group to a condition (A: Male Data First, B: Female Data First).
- Distribute the appropriate student handout: "Personal Data," (p. 35) to subjects in each condition.
- Read through the general directions printed on the student handout (it is the same, regardless of the condition) and answer any questions.
- Allow appropriate time for students to complete the ratings and make sure that students are not talking during the experiment.
- Collect the ratings from each student and chart the data on the transparency, or do a voice tally of the ratings as a class and chart the data as you go.

HINT: To add movement to this experiment, a rating scale could be posted around the room. For each "Status Rating" all subjects in Condition A could stand and move to the corresponding rating number while the tally is noted on the transparency. Those in Condition B could then do the same thing. This process could be repeated for all "People" in the experiment.

- Using the second chart on the transparency, analyze the data.

DISCUSSION QUESTIONS:

- Which gender was rated with a higher social status, overall?
- What conclusion can be drawn from the data when looking at gender stereotyped occupations?
- What conclusion can be drawn from the data when looking at different education levels?
- What factor played the largest "conscious" role in determining social status?
- Did students think that males or females would be rated higher overall, even though the data was the same?
- If there weren't differences, how could that be explained?

STUDENT HANDOUT: PERSONAL DATA (CONDITION A)

Instructions: Read through the personal data given on "subject" and rate their social status on a scale of 1-10 (10 = high social status, 1 = low social status)

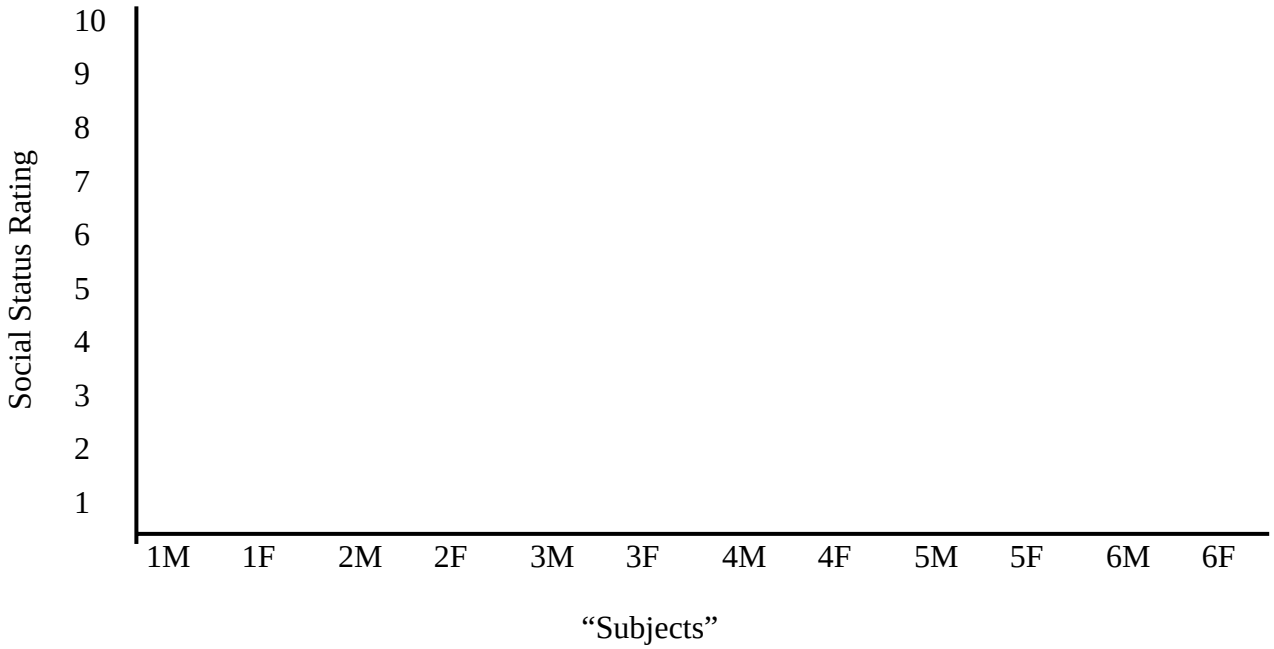
Subject #1 Rating: _____ Age: 32 Gender: Male Education: Bachelor's Degree Occupation: Teacher Marital Status: Single	Subject #2 Rating: _____ Age: 27 Gender: Male Education: Master's Degree Occupation: Engineer Marital Status: Married	Subject #3 Rating: _____ Age: 24 Gender: Male Education: High School Occupation: Mechanic Marital Status: Single
Subject #4 Rating: _____ Age: 32 Gender: Female Education: Bachelor's Degree Occupation: Stock Broker Marital Status: Married	Subject #5 Rating: _____ Age: 27 Gender: Female Education: Doctorate Degree Occupation: Psychologist Marital Status: Married	Subject #6 Rating: _____ Age: 24 Gender: Female Education: Master's Degree Occupation: Librarian Marital Status: Single

STUDENT HANDOUT: PERSONAL DATA (CONDITION B)

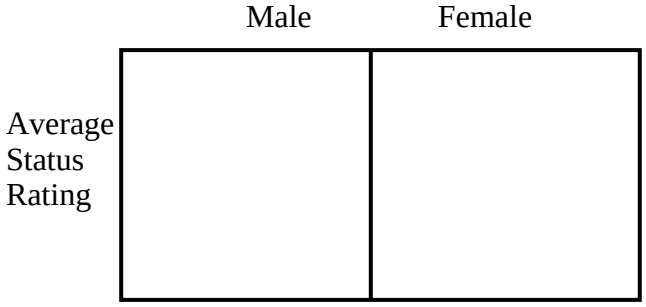
Instructions: Read through the personal data given on "subject" and rate their social status on a scale of 1-10 (10 = high social status, 1 = low social status)

Subject #1 Rating: _____ Age: 32 Gender: Female Education: Bachelor's Degree Occupation: Teacher Marital Status: Single	Subject #2 Rating: _____ Age: 27 Gender: Female Education: Master's Degree Occupation: Engineer Marital Status: Married	Subject #3 Rating: _____ ge: 24 Gender: Female Education: High School Occupation: Mechanic Marital Status: Single
Subject #4 Rating: _____ Age: 32 Gender: Male Education: Bachelor's Degree Occupation: Stock Broker Marital Status: Married	Subject #5 Rating: _____ Age: 27 Gender: Male Education: Doctorate Degree Occupation: Psychologist Marital Status: Married	Subject #6 Rating: _____ Age: 24 Gender: Male Education: Master's Degree Occupation: Librarian Marital Status: Single

IMPRESSION FORMATION DATA

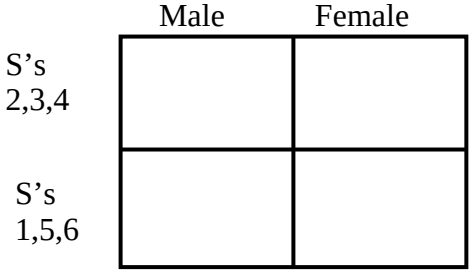


MALE VERSUS FEMALE RATINGS – OVERALL



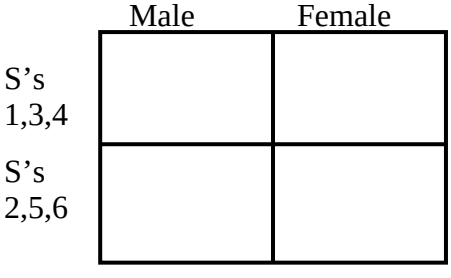
MALE VERSUS FEMALE RATINGS FOR GENDER STEREOTYPED JOBS

(S's 2,3,4 = male stereotyped jobs, S's 1,5,6 = female)



MALE VERSUS FEMALE RATINGS FOR DIFFERENT EDUCATION LEVELS

(S's 1,3,4 = H.S. or B.A., S's 2,5,6 = MA. or Ph.D.)



LESSON 13: MOOD & BEHAVIOR CORRELATION

PURPOSE:

- Demonstrate the impact of mood on behavior
- Allow students to learn through introspection

MATERIALS:

- Copies of "Student Handout: Mood Analysis," p. 38
- Copies of "Student Handout: Behavior Analysis," p. 38
- Transparency of "Mood and Behavior Correlation," p. 39

PROCEDURE:

- Have students brainstorm a list of things they do when they are in a good mood, and things they do when they are in a bad mood. Discuss the differences.
- Distribute the student handout: "Mood Analysis," (p. 38) and read through the instructions printed at the top. Clarify when students should begin, and at what times they should rate their mood.
- Distribute the student handout: "Behavior Analysis," (p. 38) and read through the instructions printed at the top. Explain any stipulations regarding who students may choose to rate their behavior – can it be anyone? Should it always be an adult? Should it always be a friend?
- Answer any questions regarding the experiment.
- After the allotted time, have students average their 3 mood analysis scores and their 3 behavior analysis scores.
- Plot the data on the transparency: "Mood and Behavior Correlation," (p. 39).
- Use the discussion questions below to analyze the results.

DISCUSSION QUESTIONS:

- If there was a correlation, was it positive or negative?
- Did moods seem to influence behavior? Did you, as subjects, think your mood was influencing your behavior at the time?
- What conclusion can be drawn from your results? Doe it match what was expected?
- How can the results of this experiment be related to society as a whole?
- Does social behavior change when there is a change in the economy? A change in weather? (For example, there are generally more homicides committed during the hot days of summer.)
- What changes in behavior are typically seen in people who are depressed? In people who just lost a loved one? In people who just had a baby? In people who just got a promotion?
- How can this impact how you treat people? (You can't see mood (or factors influencing mood), but you do see behavior.)
- What professions could learn the most from this data?

STUDENT HANDOUT: MOOD ANALYSIS

Directions: You need to rate your mood three times in a 24 hour time period. Follow the guidelines given in class. Circle the appropriate rating on the mood scales below.

Rating #1

1-------2 ------3 ------4 ------5 ------6 -----7 ------8 ------9 ------10
Depressed Sad Unhappy Indifferent Glad Happy Super Ecstatic

Rating #2

1-------2 ------3 ------4 ------5 ------6 -----7 ------8 ------9 ------10
Depressed Sad Unhappy Indifferent Glad Happy Super Ecstatic

Rating #3

1-------2 ------3 ------4 ------5 ------6 -----7 ------8 ------9 ------10
Depressed Sad Unhappy Indifferent Glad Happy Super Ecstatic

AVERAGE MOOD RATING: _______ AVERAGE BEHAVIOR RATING: ______

STUDENT HANDOUT: BEHAVIOR ANALYSIS

Directions: You need to have someone else rate your behavior three times in a 24 hour time period. Follow the guidelines given in class. Cut the slips below apart and ask someone else to circle the appropriate rating on the behavior scale, based upon his/her interaction with you. When all three have been done, average the ratings and make a note of the average in the space on your other handout.

Rating #1: Rate the subject's behavior based upon his/her interaction with you.

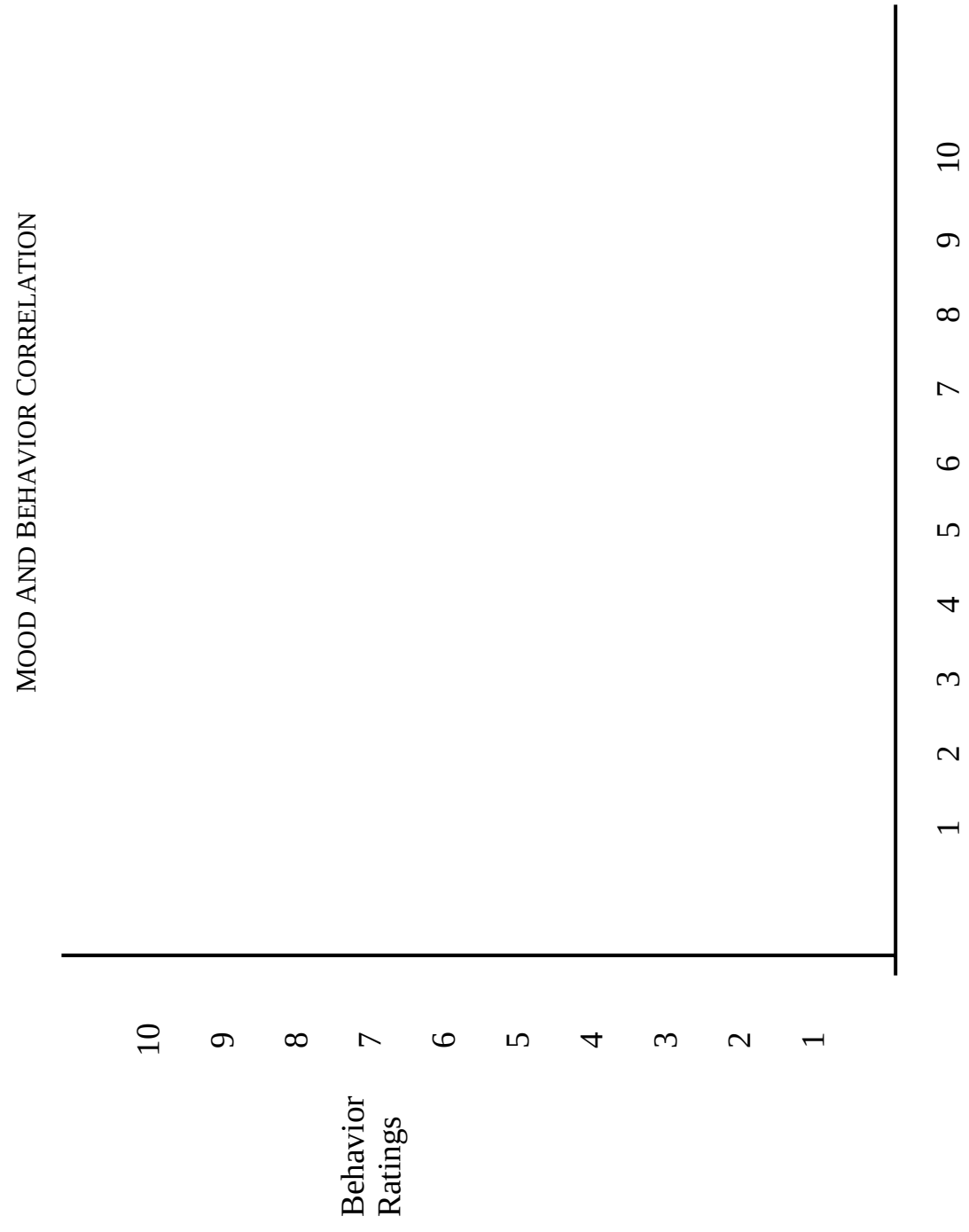
1-------2 ------3 ------4 ------5 ------6 -----7 ------8 ------9 ------10
Depressed Sad Unhappy Indifferent Glad Happy Super Ecstatic

Rating #1: Rate the subject's behavior based upon his/her interaction with you.

1-------2 ------3 ------4 ------5 ------6 -----7 ------8 ------9 ------10
Depressed Sad Unhappy Indifferent Glad Happy Super Ecstatic

Rating #1: Rate the subject's behavior based upon his/her interaction with you.

1-------2 ------3 ------4 ------5 ------6 -----7 ------8 ------9 ------10
Depressed Sad Unhappy Indifferent Glad Happy Super Ecstatic


MOOD AND BEHAVIOR CORRELATION
Behavior Ratings
10
9
8
7
6
5
4
3
2
1
1 2 3 4 5 6 7 8 9 10
Mood Ratings

LESSON 14: SELF-FULFILLING PROPHECY

PURPOSE:

- Illustrate how expectations influence outcomes
- Show students that "what they believe, they can achieve"

MATERIALS:

- Copies of "Student Handout: Subject Riddle," page 41
- Transparency of "Riddle Data," page 42

PROCEDURE:

- Randomly divide students into two groups (Condition A and Condition B).
- Distribute the student handout: "Subject Riddle," (p. 41) to the designated students (either condition A or B).
- Ask students to silently read through their instructions and ask any questions on an individual basis.

HINT: If possible, give the instructions to the two conditions at different times so that any questions they may ask will not give away the difference in conditions.

- Designate a time period for students to collect their data.
- After the appropriate time, collect the data from students.
- Ask those who were in the Condition A (who were told that their subjects COULD answer the riddle quickly) to report their average time for their subjects.
- Once all times are collected, compute an average time for Condition A.
- Repeat this procedure for Condition B.

HINT: If any students had someone who couldn't answer the riddle, use five minutes for the score since that was the time limit.

- Proceed to the discussion questions.

DISCUSSION QUESTIONS:

- Did those who were told the riddle was difficult (Cond. A) have a longer average time? How does this show "self-fulfilling prophecy"?
- What were the confounds in this experiment?
- If your results did not show "self-fulfilling prophecy" in effect, what could explain that?
- How could this experiment have been improved? Was the riddle too easy or too difficult?
- How could these results have been strengthened?

Name: _____

STUDENT HANDOUT: SUBJECT RIDDLE

Directions: You need to ask this riddle to three people and time how long it takes them to solve it. *This is an extremely difficult riddle*. If people are able to answer it, it may take them a long time. Most people just give up. There is a five minute limit.
(Answer: The marble costs 25 cents, and the box costs $4.25 which is $4.00 more than the cost of the marble.)

Time for Person #1: _____ Time for Person #2: _____ Time for Person #3: _____

Riddle:

Jenny was shopping for a gift for her Mom. She found a box with a little marble inside. Her Mom collected marbles, so Jenny asked how much the marble cost, without the box. The store owner said that the box with the marble cost $4.50 and that the box was $4.00 more than the cost of the marble. How much did Jenny have to pay for the marble?

Name: _____

STUDENT HANDOUT: SUBJECT RIDDLE

Directions: You need to ask this riddle to three people and time how long it takes them to solve it. This is a fairly simple riddle. Although it may take some time, everyone should be able to answer it in the five minute time limit.
(Answer: The marble costs 25 cents, and the box costs $4.25 which is $4.00 more than the cost of the marble.)

Time for Person #1: _____ Time for Person #2: _____ Time for Person #3: _____

Riddle:

Jenny was shopping for a gift for her Mom. She found a box with a little marble inside. Her Mom collected marbles, so Jenny asked how much the marble cost, without the box. The store owner said that the box with the marble cost $4.50 and that the box was $4.00 more than the cost of the marble. How much did Jenny have to pay for the marble?

RIDDLE DATA

Data Collection from Students

	Average Times Collected
Condition A: Told that riddle was difficult	
Condition B: Told that riddle was easy	

Data Analysis

	Mean of Combined Averages
Condition A	
Condition B	

LESSON 15: PRIMACY EFFECT

PURPOSE:

- Demonstrate how first impressions are the most important
- Engage students in an honest discussion of "appearances"

MATERIALS:

- Copies of "Answer Sheet," page 45, (two for each student in your class)
- Transparency of "Primacy Effect Data," page 46

PROCEDURE:

HINT: This experiment takes some prep work.

- The answer sheets (p. 45) need to be filled out with different "appearing" handwriting.
- Half the students should get Condition A answer sheets first (starting with correct answers and ending with wrong answers) and half the students should get Condition B answer sheets first (starting with wrong answers and then doing better). After the first trial, students will switch conditions. (Those who had Cond. A will get Cond. B, and vice verse.)
- See page 43 for the order in which Condition A and B sheets should be filled out.
- False names need to be put on the sheets and the names should be folded over so that the students cannot see them.

- Without letting students know that they are part of an experiment, tell them that you need their help correcting a test from another class. Explain that you have folded the answer sheets so that the names cannot be seen – to protect the person's privacy.
- Pass Condition A answer sheets to students on one side of the room (Group 1) and Condition B answer sheets to students on the other side of the room (Group 2).
- Instruct students to mark the wrong answers, but not to total anything since you have to add in a different part of the test. When done reading the answers off, collect the sheets right away so students do not have time to total up the answers.
- Read off the "correct" answers printed on page 44.
- Collect that set of answer sheets and distribute another set so that those students who got Condition A sheets first, now get Condition B sheets and vice versa.
- Repeat the procedure and collect the answer sheets immediately after reading the answers.
- Tell students you are curious, and want to know which person they thought was smarter, based on grading the answer sheets – the first or the second person's paper they had. Tell them to write down "one" or "two."
- Ask Group 1 (who had Condition A first, then Condition B) to give their response. Total their responses, putting the number for those who said, "the first person was smarter" in the Condition A box, and those who said, "the second

person was smarter" in the Condition B box (using the transparency: "Primacy Effect Data," (p. 46) to show results.)

- Repeat the data collection for Group 2 (Condition B first, then Condition A). If students said, "the first person was smarter," put that number in the Condition B box, if they said, "the second person was smarter," put that number in the Condition A box.
- Add the data from all subjects together to complete the second chart on p. 47.
- Proceed to the discussion questions below.

DISCUSSION QUESTIONS

- Although both conditions had the same number correct, Condition A had more right answers in the beginning and therefore, the Condition A "people" should have been rated as smarter if the primacy effect influenced judgement? Did your data support a primacy effect?
- What were some confounds in this experiment?
- What can these results be applied to? Job interviews? Classrooms? Dating?

CONDITION A ANSWERS

1) A	9) A	17) C	25) B
2) A	10) D	18) B	26) C
3) C	11) B	19) D	27) C
4) D	12) D	20) C	28) A
5) B	13) C	21) B	29) B
6) D	14) B	22) A	30) C
7) C	15) D	23) B	
8) C	16) A	24) C	

CONDITION B ANSWERS

1) A	9) A	17) C	25) B
2) C	10) B	18) A	26) B
3) C	11) B	19) B	27) C
4) B	12) D	20) D	28) D
5) A	13) C	21) B	29) B
6) D	14) A	22) C	30) A
7) A	15) D	23) D	
8) C	16) D	25) A	

CORRECT ANSWERS

1) A	9) A	17) C	25) B
2) A	10) D	18) A	26) B
3) C	11) B	19) D	27) C
4) D	12) C	20) D	28) D
5) B	13) C	21) B	29) A
6) D	14) B	22) C	30) A
7) C	15) D	23) D	
8) C	16) A	24) A	

Name: _____

ANSWER SHEET

1) _____	9) _____	17) _____	25) _____
2) _____	10) _____	18) _____	26) _____
3) _____	11) _____	19) _____	27) _____
4) _____	12) _____	20) _____	28) _____
5) _____	13) _____	21) _____	29) _____
6) _____	14) _____	22) _____	30) _____
7) _____	15) _____	23) _____	
8) _____	16) _____	24) _____	

PRIMACY EFFECT DATA

Tally of Those Believed to be Smarter

	Subjects with Condition Order A then B	Subjects with Condition Order B then A
Condition A: Answer Sheet (Better to Worse)		
Condition B: Answer Sheet (Worse to Better)		

Total of Those Believed to be Smarter

All Subjects –
Regardless of Condition Order

Condition A: Answer Sheet (Better to Worse)	
Condition B: Answer Sheet (Worse to Better)	

GLOSSARY

Glossary

Altruism:
An experiment design in which the performance of two or more groups is compared.

Asch, Solomon:
When one variable causes an effect to occur.

Authority:
A variable that was not controlled in an experiment that could yield an alternate explanation for the

Competition:
A condition or group of subjects who do not receive treatment in an experiment.

Conformity:
A measure of the relationship between two variables. A strong correlation means that the variables

Competition:
When using a within-subjects design, this alternating of conditions lessens the effect of an

Dynmogensis:
Observations that are recorded.

Hindsight Bias:
At the conclusion of an experiment, the purpose of the experiment is explained to the subjects.

Impression Formation:
The variable that is being measured in an experiment.

Interaction:
A visual representation of experiment data where the number of occurrences of some event is

Main Effect:
The expected outcome of an experiment or possible answer to a research question.

Mood:
The variable that is manipulated or changed in an experiment.

Obedience:
The impact of the dependent measure on each level of the independent variable.

Primacy Effect:
The impact of the dependent measure on the independent variable.

Social Facilitation:
The arithmetic average of scores. Total sum of scores divided by the number of scores.

Triplett, Norman:
The score that falls in the middle of a set of scores.

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Grade(s) of students in class: _____

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Booklet(s) supplemented my textbook	❑	❑	❑	❑
2. Lessons were easy to follow	❑	❑	❑	❑
3. Student handouts were clear and useful	❑	❑	❑	❑
4. Discussion questions were useful	❑	❑	❑	❑
5. Students enjoyed the activities	❑	❑	❑	❑
6. Format was teacher-friendly	❑	❑	❑	❑
7. Product satisfied my needs	❑	❑	❑	❑

Suggested topics for future *Psychology Activities* volumes or booklets in other curricular areas: _____

_____

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_____

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