YEARS 11&12

INTRO TO SOCIOLOGY AND PSYCHOLOGY
TEACHING & LEARNING SUPPLEMENT

INDEPENDENT SCHOOLS TASMANIA

TASMANIAN CATHOLIC education office

Tasmanian Government

Teaching and Learning Supplement
INTRODUCTION TO SOCIOLOGY AND PSYCHOLOGY (BHX215118)

ADVICE TO TEACHERS

This document helps to describe the nature and sequence of teaching and learning necessary for students to demonstrate achievement of course outcomes.

It suggests appropriate learning activities to enable students to develop the knowledge and skills identified in the course outcome statements.

Tasks should provide a variety and the mix of tasks should reflect the fact that different types of tasks suit different knowledge and skills, and different learning styles. Tasks do not have to be lengthy to make a decision about student demonstration of achievement of an outcome.

COURSE SPECIFIC ADVICE

This Teaching and Learning Supplement for *Introduction to Sociology and Psychology* Level 2 must be read in conjunction with the *Introduction to Sociology and Psychology* Level 2 course document. It contains advice to assist teachers delivering the course and can be modified as required. This Teaching and Learning Supplement is designed to support teachers new to or returning to teaching this course.

Introduction to Sociology and Psychology Level 2, is an introduction to the disciplines of Sociology and Psychology, stressing basic terms, concepts and theoretical perspectives of the disciplines. It uses an interdisciplinary approach through which learners develop an understanding of themselves and other individuals, groups and institutions within society and across cultures.

SEQUENCE OF CONTENT

Introduction to Sociology and Psychology Level 2 is divided into **three (3)** compulsory modules of study and **two (2)** elective modules. Learners complete the **three (3)** compulsory modules, **one (1)** topic from Module 4 and **one (1)** from Module 5.

	Module Title	Indicative Times
Module 1	An Introduction to Sociology and Psychology Part A - What is Sociology? What is Psychology? Part B - Research Methodology	 15 hours 15 hours
Module 2	Lifespan Development	20 hours
Module 3	Socialisation and Youth Culture	20 hours
Module 4	ELECTIVE SOCIOLOGY TOPICS - 4A Social Stratification - 4B Sociology of Gender - 4C Family	15 hours
Module 5	ELECTIVE PSYCHOLOGY TOPICS - 5A Communication - 5B Forensic Psychology - 5C Prosocial and Antisocial Behaviour	15 hours

Course Delivery

- Module 1 will be delivered first, followed by Module 2 and Module 3 in any order, then Modules 4 and 5, in any order.
- Recommended time spent on each unit is indicated in the above table.

TEACHING AND LEARNING

Module 1
An Introduction to Sociology and Psychology

Module 1 has two parts: Part A – What is sociology? What is psychology? and Part B - Research Methodology. Learners complete **both** parts. The understanding of key concepts, theoretical perspectives and research methods of each discipline gained in Module 1 will inform the teaching and learning in Modules 2, 3, 4 and 5.

PART A - WHAT IS SOCIOLOGY? WHAT IS PSYCHOLOGY?
The focus for this part of Module 1 is to introduce learners to sociology and psychology and the use of these disciplines in Australia today. It deals with the key purposes of each of the disciplines, how they differ in content and aims and where they overlap. Learners are introduced to the terms and concepts that are central to each of the two disciplines.

Key Content:
brief historical overview of sociology and psychology
brief overview of the following topics: Sociology - youth, the family, deviance, crime, culture and ethnicity, community and social change; and Psychology -psychological development, influences on individual behaviour, mind, brain and body, memory and learning, and mental health
the similarities and differences between sociology and psychology
current practitioners and their areas of research
sociology and psychology as sciences, distinct but not separate disciplines
core theories and concepts

PART B - RESEARCH METHODOLOGY
The focus for this part of Module 1 is on how sociologists and psychologists 'know'. It introduces learners to the research methods of each discipline and the scientific method as it applies to social inquiry. Teachers should refer to information contained in the *Introduction to Sociology and Psychology* Level 2 course document relating to Ethical Study and Research Practice and the Social Inquiry Approach when designing tasks for this part of Module 1 and subsequent modules where learners are required to undertake research tasks.

Key Concepts for Module 1
- socialisation
- culture
- behaviour
- individual difference
- stereotypes
- nature, nurture
- perception
- informed consent
- confidentiality

- self
- deviance
- memory
- institutions
- empirical evidence
- personality
- cognition
- privacy
- ethics

Examples of learning activities

Learners:

- write a biography on a significant contributor towards one of the major perspectives in psychology or sociology, e.g. Sperry, Pavlov, Piaget, Zimbardo, Durkheim, Marx or Goffman

- complete a Venn diagram to show the similarities and differences between psychology and sociology

- using an Internet crossword maker (e.g. Eclipse Crossword), make a crossword of terms/concepts and definitions relating to the study of Sociology and Psychology

- construct a multimedia presentation that outlines similarities and differences between the functionalist, social control and interactionist theories of deviance

- create hypotheses using the 'think-pair-share' technique; students construct hypotheses relating to sociology and psychology

- invite a police officer to visit the school to talk about different crimes and the impact of crime on individuals, communities and society

- design an advertising campaign for the prevention of crime; after identifying the crime, establish a target audience by determining factors that lead people to commit crime (e.g. poverty, addiction, abuse, rebellion); suggest an appropriate type of punishment for the crime; design a campaign to challenge factors that traditionally lead people to commit crime by focusing on a 'socially-accepted' crime such as downloading copyrighted music or films from the Internet

- consider the folkways, mores, laws and values that shape perceptions of normality; discuss implications of violating norms, including informal and formal labelling and consequences (e.g. rudeness and ostracism, or crime and sentencing)

- consider a range of scenarios involving an act that could result in the labelling of an individual as deviant depending on how others respond to the action; for example, a student 'borrows' a camera from the school without telling anybody, a husband 'cheats' on his partner during a business trip, a professional footballer drives home under the influence of alcohol; use Becker's interactionist labelling theory to consider 'Who applied the label of deviant to whom?', 'What consequences does the application of a label have for the person so labelled?' and 'Under what circumstances is the label of a deviant successfully applied?'

- construct a multimedia presentation that outlines the principles of ethical study and research practice including voluntary participation, informed consent, privacy and confidentiality of data. Consider the impacts or implications if these principles are omitted from your research design.

Module 2 Lifespan Development	This module examines lifespan psychology, from infancy to old-age. It is about the complex interaction of heredity and environment. Key Content: • Stages of the lifespan - infancy, childhood, adolescence, early adulthood, middle age and old age • Areas of lifespan development – physical, social , cognitive and emotional

- heredity and environmental factors influencing lifespan development; Interactionism - the interaction between heredity and environmental factors
- classic and contemporary theories (Piaget, Erikson, Kohlberg, Gibson, Bowlby;, Ainsworth, Harlow) – A brief overview of all topics and the key findings of at least **two (2)** theories in detail

Examples of learning activities:

Learners:

- create a timeline to record the major lifespan stages in the learner's life and add two major aspects of each stage.

- study a particular lifespan stage and construct hypotheses on topics relating to that stage. Make a classroom display of them.

- watch and discuss the '7 up' series as an example of a longitudinal study and the changes that occur over the lifespan. Follow up with class discussion.

- prepare a multimedia presentation on Erikson's eight-stage theory, including the major aspects of each stage.

- use Piaget's theory to design, construct, test and report on a toy for a young child.

- design a poster describing the misconceptions and truths about mental illness.

- talk to a guest speaker about the issues older persons face as they age, and their cognitive and psychosocial changes and the nature of successful ageing.

- complete an essay/written/digital presentation focussing on one of the major perspectives of psychology, including psychologists who have contributed to the development of that perspective e.g. cognitive development.

Module 3
Socialisation and Youth Culture

Module 3 explores the sociological concept of socialisation and the ways in which socialisation has changed, in Australia and globally. Learners examine the extent to which social, economic, and cultural changes have shaped the lives of people. The social categories of youth and adolescence form a focus for study.

Key Content:
- socialisation
- the concept and place of social categories
- social categories of youth and adolescence and how their definitions have changed over time
    - key factors leading to differences in the experience of being young including ethnicity, age, class, rural/urban location, gender and other social differences;
    - unemployment, education, demographic shifts, intergenerational inequality and use of new technologies
    - attitudes to environmental and social sustainability
    - cultural formations such as, in dress, music, media
    - reasons for categorisation of youth and consequences of homogenous thinking about youth and adolescence, including stereotyping, prejudice and discrimination
    - youth subcultures: eg rap, punk, extreme sport, 'jock', 'emo', 'mean girls'
    - cliques and outcasts

- at-risk youth and social deviance

- classic and contemporary theories – a brief overview of all topics and the key findings of at least **two (2)** of the following in detail:
  - C H Cooley (Looking Glass Self);
  - G H Mead (Three Stage Theory of Self)
  - Classic Theories of Deviance, Sutherland (Cultural Transmission Theory)
  - Hirshi (1969 Control Theory)
  - Lemert and Becker (1963) (1951 Labelling Theory)
  - Merton (Structural Strain theory, 1968)

Examples of learning activities:

- explore the concept of the sociological imagination: a mindset that constantly questions and critiques, such as 'Is it possible to be objective?'. 'Where is the evidence?' and 'Are there other ways to understand this?'

- use sociological imagination to consider different definitions of family; learners select a type of family different from their own and prepare a written report that identifies similarities and differences between the two experiences of family life; if possible, learners are paired with other students from different types of families to share their experiences

- apply two different theoretical approaches (e.g. functional and conflict) to examine society's reaction to such issues as:
  o youth homelessness
  o youth restricted access to tobacco products
  o youth unemployment

- prepare a written report based on an analysis of demographic trends published by the Australian Bureau of Statistics that compares data relating to youth and adolescence over time and differences between young Aboriginal and Torres Strait Islander Australians and young non-Indigenous Australians. Suitable data can be found by selecting 'Children and Youth' from the Statistics menu option on the ABS website: www.abs.gov.au

- examine how social categories change across generations by questioning relatives, parents and grandparents and members of the community from different generations about their experience of youth in such areas as levels of individual freedom and parental control the nature of schooling, job choices and opportunities; the place of music and fashion in their social identification; the impact of social media; and the positive and negative impact of stereotypes applied to young people. Prepare a written report summarizing significant generational differences of the youth social category

- view a range of images of youth in different settings, categorise each into a subculture (eg rap, punk, emo, jock etc) and explain how you formed your decision; what clues did you use, how did your personal experiences determine your choice?

- maintain an annotated collection of media representations from different countries and/or periods of time of youth and adolescence. Explain how stereotyping about youth and adolescence has been used in various media forms

- write a film analysis of the feature documentary 'The Oasis' about Australian homeless youth; a Study Guide is available to download from http://theoasismovie.com.au/education/studyGuide.php consider differences in the

experience of being young arising from a range of factors, including social differences, unemployment, education, intergenerational inequity, and other issues identified in the documentary

- analyse a range of government advertisements targeted at the social categories of youth and adolescence, focusing on the assumptions made about the target audience; design their own alternative government advertisement that better acknowledges the heterogeneity of youth. A suitable example is the National Youth Alcohol campaign 'Drinking nightmare' featuring radio, television and print advertisements.

Elective Modules

There are two elective modules in the Introduction to Sociology and Psychology Level 2 course. Learners must complete **one (1)** topic from Module 4 Sociology and **one (1)** topic from Module 5 Psychology.

Each topic has a prescribed focus or basis for study and a guide to content. The key skills of the social inquiry method of learning as outlined in Module 1 must be used in addressing this focus. Teachers and learners are encouraged to explore issues within the chosen modules. Teachers are encouraged to negotiate content to be studied, taking into account the experiences and interests of the learners. Learners are encouraged to ask their own questions, explore possible sources of information, and develop or identify solutions to them. There will be many questions that have no satisfactory answers or have several possible answers and it is important for learners to recognise these situations.

Module 4
Sociology

One (1) topic must be chosen from the topic list for Module 4
The topics are:
- 4A Social Stratification
- 4B Sociology of Gender
- 4C Family

4A: SOCIAL STRATIFICATION

The focus for this unit is power, i.e. the ability or capacity to influence or persuade others to a point of view or action to which they would not normally agree. Learners are introduced to how inequitable practices are established, sustained and challenged within and across structures in Australian society.

Key concepts include: agency, class, ideology, inequality, inequity, power, race, social mobility, social stratification, status, socioeconomic status,

Core theories/theorists may include but are not limited to:
- conflict (Marx)
- Weberian (theory of stratification)
- functionalist (Spencer; Durkheim; Parsons; Merton)
- feminist e.g. Marxist, liberal, radical (Habermas; de Beauvoir; Steinem; Arendt)
- interactionist e.g. Labelling (Mead, Blumer)
- white race privilege e.g. the social construction of whiteness (Giddens)

Learners will investigate a *brief overview* of the key findings of the core theories and **at least one (1)** of the theories in detail. **At least one (1)** theorist will be referenced in investigating Module 4A.

Examples of learning activities:

Learners:

respond to teacher presentations and explanations followed by an applied sociological activity. These can be found at:
    http://www.ehow.com/list_7713531_classroom-activities-social-stratification.html

- Research the following terms and concepts and use each one in a sentence:
    - agency
    - class
    - ideology
    - inequality
    - inequity
    - power
    - race
    - social mobility
    - social stratification
    - status
    - socioeconomic status

- compile **two (2)** tables showing the socioeconomic outcomes of Indigenous Australians and other Australians. Refer to unemployment rates; household size; education outcomes; qualifications; house ownership; (Refer to the ABS Census of Population and Housing for statistics). Comment on the difference between the two (2) groups and provide some rationale as to the contributing factors that could explain these differences

- use the social inquiry approach to investigate and report on **one (1)** example of contemporary inequality by drawing upon one (1) of the core theories. Refer to the TASC course document for suggestions as to the format of the report

4B: SOCIOLOGY OF GENDER

This module focuses on how individuals develop their perception of gender roles within culturally established designations between masculine and feminine behaviours.

Key Concepts: primary, secondary and tertiary socialisation, agents of socialisation, alternative sexualities, androgynous, biological, chromosome, embryo, environment, female and male, feminine and masculine, gender and sex, gender-differentiated play, gender re-assignment, gender identity, gender roles, gender socialisation, gender stereotypes, causes and consequences of gender inequality, heredity, hermaphrodite, heterosexual, homosexual, identity formation, maturation, sex-based crimes, sexual orientation, transgender surgery

Core theories/theoretical perspective/theorists may include but are not limited to:

- sociobiological perspectives – evolutionary theory (Darwin; Wallace)
- functionalist e.g. instrumental and expressive gender roles (Spencer; Durkheim; Parsons)
- feminist e.g. the reproduction of mothering (Chodorow)
- masculinity e.g. cross-cultural concepts of masculinity (Connell)

Learners will investigate a *brief overview* of the key findings of the core theoretical perspectives and **at least one (1)** of the theoretical perspectives in detail: **At least one (1)** theorist will be referenced in investigating Module 4B.

Examples of learning activities

- respond to teacher presentations followed by an applied sociological exercise using the following on-line activities at:
http://www.eed.state.ak.us/tls/cte/docs/NTO/Gender_Equity.pdf

- bring to class a set of magazines, e.g. Maxim, Cosmopolitan that represent modern youth. Provide a copy to each learner. Ask learners to pretend that they were coming to this planet for the first time and to use the magazine they were holding as a good "reference" for learning what men and women were supposed to act/be like in our culture. Have them jot down some notes, and then discuss the media's portrayal of gender. These may include: gender roles, body image, careers, personality etc.

- write a film report about a film dealing with alternative gender roles

- prepare a digital or media report on the historical representation of cross dressing, the social implications, motivations, impact of family and friends; legal implications and society's attitudes.

- use the social inquiry approach to investigate and report on one aspect of gender role or identity. Refer to the TASC course document for suggestions as to the format of the report.

4C - FAMILY

Learners will investigate the social institution of family in this module. This module will look at the notion of family as a social phenomenon; the changing nature of family over time; the structure and organisation of family; the norms of behaviour, moral responsibility of family and the relationship of family to society.

Key concepts:
- pre-modern family and the role of religion in the formation of family,
- the family as a social institution today: demographics, roles of family members, gender and acceptance of difference, reliance of members of family on each other – impact on structure
- social equality - economic level and mobility of family
- social bans e.g. interracial marriage (historically)
- interactions of family with other social institutions
- diversity of family structure – what factors impact on the structure of family?
- life chances; a social science theory of the opportunities each individual has to improve their quality of life
- social issues and their impact on family in Australia's society
- change in society impacting on the nature and characteristics of family
- impact of socialisation on children

Core theories/theoretical perspective/theorists may include but are not limited to:
- functionalism (Herbert Spencer, Emile Durkheim, Talcott Parsons, and Robert Merton)
- conflict theory (Marx)
- exchange theory (Homans; Blau)
- structuration theory (Giddens)
- individualisation (U and E Beck-Gernsheim)

- feminist perspectives on the family (may include Liberal Feminists, Marxist Feminists and Radical Feminists)

Learners will investigate a *brief overview* of the key findings of the core theories and **at least one (1)** of the theories in detail. **At least one (1)** theorist will be referenced in investigating Module 4C.

Examples of learning activities

- in groups trace the outline of one group member onto a large sheet of butcher's paper; using Talcott Parson's organismic analogy of the body to represent society, draw the major organs inside the body outline and relate them to important institutions; groups compare their decisions and discuss whether there is an interdependence of institutions in the same way that there are organs keeping the body functioning to maintain homeostasis

- referring to the previous organismic analogy activity, explore the place and role of family as a social institution according to 'functionalism'; this could be presented in the form of an essay or multimedia presentation

- create a list of types of family in today's society. Students may refer to texts such as: 'Introduction to Sociology, Chapter 14, Marriage and Family'; https://opentextbc.ca/introductiontosociology/chapter/chapter14-marriage-and-family/.

- formulate a table to compare and contrast characteristics of different types of families such as the nuclear family, single parent family, cohabitation, same-sex attracted parenting, extended family and blended family; when formulating a definition of family, take into account the various experiences of family life

- provide brief definitions of the following terms: unilateral descent; patrilineal; matrilineal; ambilineal. One relevant source is: (https://opentextbc.ca/introductiontosociology/chapter/chapter14-marriage-and-family/) Other sources may be used

- investigate the effect of religious practice on family. (information may be accessed at: https://rsc.byu.edu/archived/religion-and-family-connection-social-science-perspectives/chapter-2-reciprocal-influences http://www.marripedia.org/effects_of_religious_practice_on_family_relationships; https://ifstudies.org/blog/how-does-religion-influence-family-formation-decisions Write a report, listing and providing key impacts and influences of religion on family

- what is 'sociological imagination'? Find a definition. Discuss with the teacher. Use 'sociological imagination' to consider different definitions of family; select a type of family different from the student's own and prepare a written report that identifies similarities and differences between the two experiences of family life; if possible, students are paired with other students from different types of families to share their experiences

- what are 'life chances' in sociological terms? Find a brief explanation of 'life chances' according to Max Weber

- participate in a group discussion: In what way does class and status affect life chances? Students may research on the internet to inform their discussions

- write a film analysis of the documentary 'Two Men & Two Babies' about a same sex Melbourne couple who used a surrogate to help them become parents; an ATOM Study Guide is available at: http://www.metromagazine.com.au/studyguides/

- construct a family tree outlining their extended family; list roles assigned to each family member (e.g. husband, wife, homemaker, breadwinner); analyse their family tree to discover recurring and/or reinforced roles; this information is further discussed using the feminist view of family

- construct a multimedia presentation that compares the experience of family life and the changing role of family members in Australia with family life in other cultures

- complete a representation analysis of different depictions of family on television; the television shows should be produced in four different countries (e.g. Australia, New Zealand, England, Canada and America)

- analyse data relating to family structure trends over time; construct hypotheses to explain key factors that have changed and continue to change family life in Australia

- create a digital presentation to explain the impact of socialisation on children. Consider what the key points are; list these before starting the presentation. Go to: http://open.lib.umn.edu/sociology/chapter/4-3-agents-of-socialization/. Other sources may also be used.

- examine how family is depicted in Australian television drama; consider how stereotyping has been used in the drama, and issues arising from this homogenous thinking about family

- use ICT to conduct a research report on a government policy relating to family; policies include paid parental leave, childcare benefits, carer's payments or Austudy, or the government's position on surrogacy, in vitro fertilisation (IVF) and adoption for same-sex attracted parents

- use the social inquiry approach to investigate and report on **one (1)** contemporary aspect of family. Refer to the TASC course document for suggestions as to the format of the report.

Module 5
Psychology

One (1) topic must be chosen from the list for Module 5
The topics are:
- 5A Communication
- 5B Prosocial and Antisocial Behaviour
- 5C Forensic Psychology

5A COMMUNICATION

This module will investigate forms of communication, including language and non-verbal communication, its value and the impact of cultural differences on understanding communication.

Key Concepts:
- language
- haptics
- creating impressions including first impressions and maintaining impressions
- gazing
- gestures
- kinetics

- paralinguistics
- facial expressions
- the role of non-verbal communication in interpersonal relationships
- personal space
- posture
- proxemics
- signs, symbols

Core theories/theoretical perspective/theorists may include but are not limited to:

- facial expressions (Darwin; Ekman; Friesen)
- gestures and signs (Hewes)
- paralinguistics (Crystal and Mehrabian)
- body language and posture; kinesics (Darwin; Birdwhistell; Ekman; Friesan)
- proxemics - closeness and personal space (Hall)
- haptics - touching (Lowenfeld)
- appearance (Trevarthan; Gallagher; Stern (Interaction Appearance theory)).

Learners will investigate a *brief overview* of the key findings of the core theories and **at least one (1)** of the theories in detail. **At least one (1)** theorist will be referenced in investigating Module 5A.

Examples of learning activities

- teacher presentations followed by an applied psychological exercise using the following on-line activities at:
  http://teachpsych.org/resources/Documents/otrp/resources/hill98activities.pdf

- research on the internet to provide a definition of language in psychological terms. The following sites may be useful in developing definitions:
  https://www.thoughtco.com/what-is-a-language-1691218
  https://www.thoughtco.com/language-meaning-and-communication-249756
  https://www.thoughtco.com/indeterminacy-language-term-1691054

- create a poster illustrating the key purposes of language. (Provide documentation of the investigation undertaken to identify relevant knowledge, terms and concepts for the poster.)

- how does language reflect culture? Investigate to create a multimodal presentation of findings

- discuss the effectiveness of the two forms of communication (language and non-verbal), how they respond to each and the relationships between the two

- describe a personal experience (or an example from film, books, documentaries) involving a cross-cultural misunderstanding. Explain in a written response how the situation might have been handled more effectively

- create a list of cultural sensitivities that might impact on an interview with a person from a specific culture Prepare a range of questions for an interview with a person from the culture selected. Discuss with others to propose effective questions which also avoid cultural sensitivities or offensiveness.

- prepare a digital presentation on people with different physical stances, facial expressions etc and have students explore what their mood or emotional state is. Include some from different cultures and discuss how different stances and expressions can mean different things in different cultures.

- view an excerpt from a film in different phases, such as dialogue with no picture or sound; sound with no picture and picture with no sound. Learners to discuss how these three situations may give rise to different interpretations about meaning.

- use the social inquiry approach to investigate and report on **three (3)** of the types of non-verbal communication in Australia and their importance in other cultures. Refer to the TASC course document for suggestions as to the format of the report.

5B: PROSOCIAL AND ANTISOCIAL BEHAVIOUR

This module focuses on the prosocial behaviours that are intended to help others and the antisocial behaviours that cause alarm, distress, harm, harassment, hostility or aggression to one or more persons. Learners will investigate the nature of these behaviours, create definitions and investigate how these forms of behaviour are interpreted by theorists. Key concepts: aggression, altruism, antisocial behaviour, bystander apathy, conformity, criminal behaviour, deindividuation, individual and situational factors, obedience, prosocial behaviour, reciprocity, types of antisocial behaviour, types of prosocial behaviour

Core theories/theoretical perspective/theorists may include but are not limited to:

- bystander effect/diffusion of responsibility (Darley and Latané, Piliavin)
- frustration/aggression hypothesis (Dollard and Miller)
- cost benefit analysis (Berkowitz)
- in group theory (Asch, Zimbardo)
- empathy (Batson)

Learners will investigate a *brief overview* of the key findings of the core theories and **at least one (1)** of the theories in detail. **At least one (1)** theorist will be referenced in investigating Module 5B.

Examples of learning activities

- write a short account of the case study of Kitty Genovese. Explain the term 'bystander apathy'. If placed in the same situation how do you think you might react? What factors might motivate people to behave differently when confronted with the same situation?

- investigate how youth behaviour is promoted in the media, using examples of pro-social and anti-social behaviour. Learners to present their findings to the class; write a film report about a film dealing with crime or vandalism

- access http://www.healthofchildren.com/A/Antisocial-Behavior.html. Summarise the definition and nature of antisocial behaviour. Create a poster or digital presentation to illustrate findings

- create classroom posters of people displaying prosocial behaviours in the learners' community, detailing who, what and why

- view the slides at https://www.slideshare.net/jtneill/lecture-9-prosocial-behaviour . Take notes while viewing the slides. Create a list of the key reasons why people engage in pro-social behaviour

- conduct a debate: Reciprocity versus Altruism. Research why people behave in altruistic ways and present to class in the form of a debate

- What is the 'social exchange theory' according to the following web sites: https://courses.lumenlearning.com/wsu-sandbox/chapter/prosocial-behavior/; http://mediabuzz.com.sg/asian-emarketing?catid=0&id=1563.
  Explain in your own words how this theory relates to the concept of 'cost benefit analysis'?

- use a 'Ranking Ladder' graphic organiser to rank the different types of crimes from most to least serious: crimes against the person, crimes against property, victimless crime, white collar crime and corporate crime; compare and contrast the ranking with others

- visit the Australian Bureau of Statistics website to find statistics on crime relating to age, gender, socioeconomic status and ethnicity; use this information to prepare a report about crime in Australia

- use the social inquiry approach to investigate and report on **one (1)** contemporary aspect of **EITHER** prosocial **OR** antisocial behaviour. Refer to the TASC course document for suggestions as to the format of the report

5C FORENSIC PSYCHOLOGY

This module focuses on the application of psychology to the criminal justice system – the criminal investigation, the court system and correction facilities.

Learners will investigate:
- the role of forensic psychology in the collection and presentation of evidence
- procedures used by forensic psychologists
- ethical issues around forensic psychology
- definitions of crime
- history of criminology
- attitudes to crime and victims of crime
- determinants of crime

Key terms and concepts include: antisocial behaviour, norms, behaviour modification, conflict, conformity, crime scene, criminal, criminal justice system, criminal mind, delinquent, evidence, forensic, leading questions, magistrate, norms, prejudice, profiling, provocation, punishment, recidivism, signature, serial offender, Supreme Court, testimony, victimology, witness

Core theories include but are not limited to:
- eye-witness testimony (Bartlett, Loftus)
- memory and attribution bias (Heider)
- profiles and profiling (Canter)
- serial killers (Godwin, Davidson, Hare)
- juries (Asch)

Learners will investigate a *brief overview* of the key findings of the core theories and **at least one (1)** of the theories in detail. **At least one (1)** theorist will be referenced in investigating Module 5C.

Examples of learning activities

- name 10 areas where forensic psychology could be used

- in groups, select approximately 5 - 8 concepts from the list above and research on the internet to create definitions for each. Each group shares their definitions with the class. Where possible, use this terminology in subsequent tasks, identifying where you have used them

- watch the YouTube video 'What is a Crime?' Create your own interpretation of a crime

- watch the YouTube video 'The Asch Experiment' before answering the following questions:
    - What was the aim of the Asch (1951) experiment?
    - What were the results of Asch's (1951) experiment?
    - What were the ethical considerations in Asch's (1951) experiment?
    - What did Asch conclude were the factors influencing conformity?
    - In what other situations could participants feel the need to conform in everyday life?
    - How could a member of a jury be persuaded to comply with the other jury members on a verdict?

- define 'groupspeak' and how it may impact on a jury's decision? What impact could a 'strong, decisive 'leader have on a jury? Cite the various factors that could influence a juror's decision?

- consider the influence of pre-trial publicity on juries. Some believe high-profile cases such as the OJ Simpson case in Los Angeles in 1995, the trial of serial killer Frederick West and his wife accomplice Rosemary in the UK and the Louise Woodward trial in 1997 suffered greatly from this. Research one of these trials and discuss the influence pre-trial publicity may or may not have influenced the trial and jury

- what is 'psychopathy'? How does this relate to the topic of forensic psychology? https://www.psychologytoday.com/basics/psychopathy; http://www.minddisorders.com/Flu-Inv/Hare-Psychopathy-Checklist.html. According to these pages, what is the difference between a sociopath and a psychopath? Explain

- access and read 'Criminal Investigative Analysis in the Australian Context' at https://www.psychology.org.au/publications/inpsych/context/. Take notes and prepare a poster, digital presentation or multimodal presentation defining 'criminal profiling'

- create a timeline of the history of criminology. Research on the internet is to be used to support this activity. Relevant referencing is to be used

- investigate on the internet and create a table that provides the key concepts of theories related to forensic psychology including: eye-witness theory (Bartlett, Loftus); memory and attribution bias (Heider); profiles and profiling (Canter); serial killers (Godwin, Davidson, Hare). Present the information in a suitable format: may be a report; poster; digital presentation or multimodal presentation.

- use the social inquiry approach to investigate and report on **EITHER** a criminal **OR** criminal case. Refer to the TASC course document for suggestions as to the format of the report

SUPPORTING STUDENT RESPONSES AND ELABORATIONS

There is scope in all Modules for teachers to select learning activities which will engage their learners and challenge them appropriately. All suggested learning activities in this course supplement can be adapted to allow learners to develop the required knowledge and skills.

Teaching strategies that are particularly relevant and effective in Introduction to Sociology and Psychology level 2, either individually or in combination, include:

Oral skills

- role plays, games and simulations
- debate and discussion
- interviews and surveys
- group work
- brainstorming
- presentations

Written skills

- multiple choice items
- short responses
- extended responses
- projects and inquiries
- classroom displays
- timelines
- graphic organisers

Community based learning

- specialist speakers and lectures
- excursions
- work-integrated learning
- Cooperative learning

Analysis

- statistics and data
- graphical representations
- collection and interpretation of newspaper and journal articles
- audio, visual and television reviews
- experimental and observational research
- game play

Applications

- case studies/scenarios
- design surveys
- applied practical exercises
- software packages or applications
- interactive and multimedia packages
- podcasts, wikis, blogs
- social media, e.g. twitter

WORK REQUIREMENTS

The work requirements outlined in the TASC course document should form the minimum assessment tasks for each of the Modules. Teachers will need to acknowledge these requirements when designing their scope and sequence however, additional assessment (particularly of a formative nature) may be included to support and enhance the learning program. The learning activities, described in the preceding section, may support, facilitate and enrich learners' understandings in preparation for completion of the work requirements.

Examples of assessment tasks across all modules include:

- Multiple choice items
- Short response items
- Extended written responses
- Formal essays
- Debate
- Timelines, Crosswords, Venn Diagrams and other Graphic organisers
- Review of documentaries, film and written reports

RESOURCES

There are no set texts for this course, but the following resources will be useful:

- Aspin, L J (1996) Focus on Australian Society (2nd edition), Longman: Australia

- Clark and Gillet, (1997) Psychology for VCE Units 3 & 4 (2nd edition), Nelson ITP: Melbourne

- Coon, D and Mitterer, J (2007) Introduction to Psychology: Gateways to Mind and Behaviour (11th edition), Thomson Wadsworth: Belmont California

- Dodgen, L and Rapp, A (2000) Sociology: Looking Through the Window of the World (3rd edition), Kendall Hunt Iowa

- Germov, John and Poole, Marilyn eds (2010) Public Sociology: An Introduction to Australian Society (2nd Edition), Allen & Unwin: Crows Nest, NSW (Please note this is a Level 3 Sociology textbook.)

- Holmes, D. Hughes, K. and Julian, R. (2012) Australian Sociology: A changing Society, Pearson: Australia.

- Mulcahy, Cutinelli, Warne and Woodruff, (2009) Psyched: Psychology for Year Ten, Cambridge University Press: Sydney

- Rawlings, M, Skouteris, H, Barry, C & Rawlings, D (2003) Psychology One, Heinemann: Port Melbourne

- Ricci and Letch (2004) Psychology in Action: An Introductory Text, Macmillan: South Yarra

- Sargent, G (2010) Uncovering Psychology: VCE Units 1 and 2, Cambridge University Press: Port Melbourne

Read local and national newspapers and magazines and collect articles relating to your work. Libraries keep copies of newspapers and magazines.

There are many videos, DVDs and TV programs that relate to course topics. Many are mentioned in the units studied.

Useful websites:

You will also find information by carrying out web searches – individual units will contain web addresses for specific topics.

The following websites provide excellent resources:

- www.bbc.co.uk/science/humanbody/
- www.sociology.org.uk
- http://unesdoc.unesco.org/images/0012/001211/121145e.pdf
- https://www.humanrights.gov.au/face-facts-gender-equality