



# MARLBOROUGH GIRLS' COLLEGE

*Te Kāreti Kōhine o Wairau*

<b>Course Title: Inside the Human Mind</b> <b>Learning Areas: Social Science</b>	<b>Semester 2</b> <b>Year 10</b> <b>Staff:</b> ██████████
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**Course Description** Learners will explore what makes people conform and how they identify with each other. We will also explore the power of social influence, obedience and group behaviour. Appreciating different perspectives. We will explore how group behaviour changes and some historical examples of this. Understanding how the mechanics of social media can influence individual and group behaviour. Learners will explore scientific method and create their own social experiment.

**Big Idea/Concept/Context: What are the big idea/concept questions that this course will allow students to answer?** Understanding how groups can influence conformity and how we can become critical citizens to step out from the group.

**Why does this course need to be taught in our world today?** We all need to understand how we are influenced. Building our critical understanding of how we are influenced will help us become more thoughtful citizens.

How Might We CONNECT and ENGAGE our learners?  Who are our learners and how do we link learning to their prior knowledge, identity & worlds, what do they need?	How Might We BUILD our MGC learner capabilities?  What will we focus on?	How Might we GROW our MGC Values?  How will our learners and whanau know?	How Might We CHALLENGE + INSPIRE through deep learning?  How will we build agency for alls students as we design learning?
Use of 12 step Learning <a href="#">Design Mode</a> ) I + Universal Design for <a href="#">Learning</a>	Collaboration, Critical Thinking, Self Regulation, Metacognition,	Manaakitanga - a culture of care Whanaungatanga - rich relationships Kotahitanga - working hard towards a common purpose	-Knowledge & Capabilities -Critical thinking -Engaging historical and modern contexts -Allow choice of context, type of activity -Partner learners in design of the experiment

<b>Curriculum Mapping Overview</b>
<b>Learning Area 1: Social Science</b>
<b>Learning Outcomes:</b> Understand how and why people conform, Understand some historical context for conformity (Continuity and Change), Gain knowledge, Apply knowledge, Critical Thinking, Understand and apply scientific method,
<b>Learning Capabilities: (MM, TA, PT, CI) Learners will be able to:</b>

- Understand how perspectives change in groups.
- Understand how the scientific method works. (Formulate Hypothesis, Construct a simple method, Construct graphs. Interpret data, Draw conclusions, Evaluate the research process)

**Course Success criteria: By the end of the semester:**

- Learners will be aware of how our social nature can be influenced, how this has played out in history and today How
- modern technology can influence thinking, online behaviour and how it transforms to 'real world'
- They will construct, carry out and evaluate their own social psychology research based on the Asch Line experiment

**Assessment of Big ideas/concepts What are our valid outcomes? How will we measure progress? Formative and Summative**

## SEMESTER Overview

<b>Big Ideas</b>	<ul style="list-style-type: none"> <li>• What is conformity (Normative and Information Influence). When is it positive and when is it negative</li> <li>• What makes people conform or not</li> <li>• How we can both resist conforming and harness conforming for good.</li> </ul>			
	<p>Learning outcomes Success criteria</p>			
<b>Week</b>	<b>Activities/Overview</b>	<b>Learning Area 1</b>	<b>Active Pedagogies focus</b>	<b>Capabilities Focus</b>
<b>WEEK 1: Identity</b>				
	<p>Soft data: team building games, co construction, learner profiles, identifying conformity at school</p> <ul style="list-style-type: none"> <li>- Deeper look at their own identities</li> <li>- What would I do scenarios ?</li> <li>- <a href="#">Morally ambiguous things</a></li> <li>- Examples - train scenario (trolley dilemma)</li> <li>- <a href="#">Ethical quiz</a></li> <li>- Look at School Gossip scenario</li> </ul>		Relational Pedagogy	School value: Manakitanga/Whanautanga

	Team building games: find something in connection to the person before you in a group			
	<p>Essentials or Not Essential: INDIVIDUAL TASK to analyse their own values</p> <ul style="list-style-type: none"> <li>- 5 dollar note</li> <li>- Bible</li> <li>- Pen</li> <li>- Packet of \$1 noodles</li> <li>- Cell phone</li> <li>-</li> </ul> <p>Student will explain each of their choices - reflect on the decisions that they have made.</p> <p>(Focus in routines with seating plan and Do Nows and managing self)</p>		Relational Pedagogy	School value: Manakitanga/Whanautanga
	<p>Run what is the Essential not Essential in groups to start thinking about conformity, get them to reflect on their own personal list compared to group list.</p> <ul style="list-style-type: none"> <li>• Hard data: eAsTTle, previous Social Science courses data</li> </ul>		Relational Pedagogy	School value: Manakitanga/Whanautanga
<b>WEEK 2: Conformity Introduction</b>				
	<p><b>Introduce what is conformity</b> (situational, groups/teams, uniforms, gangs, humans are social)</p> <p><a href="#">Intro slideshow</a></p> <p><a href="#">Asch Experiment</a></p> <p><a href="#">Introduction of Terms</a></p>		<p>Relational Pedagogy</p> <p>Experiential learning</p>	School value: Manakitanga/Whanautanga
	<p>Identify some individuals in history who have swum against the tide (Ettie Rout, Nelson Mandela etc)</p> <p>Could look at <a href="http://rejectedprincesses.com">rejectedprincesses.com</a></p> <p>They build a biography of someone who has swum against conformity (suggest a positive one first)</p> <ul style="list-style-type: none"> <li>• Ana Brnbić-Serbia's first lesbian prime minister</li> <li>• Katherine Switzer-first female to run a marathon (Boston 1973)</li> </ul>		Inquiry Learning/Choice	
<b>WEEK 3: Conformity in the Social Media Age</b>				
	<p>Conformity and Social Media:</p> <ol style="list-style-type: none"> <li>1. Persuasive Technology</li> <li>2. Algorithms</li> </ol>		Critical Thinking What is the intent of big	

	3. Social Dilemma to watch:		tech?	
	<p><u>Persuasive Technology:</u></p> <ul style="list-style-type: none"> <li>-What is it?</li> <li>-Its purpose (Google used to say "Do no evil?", now what?)</li> <li>-How it stops you reaching its potential</li> <li>-Using your own brain against you (Behaviourism)</li> </ul>		Critical Thinking What is the intent of big tech?	
	<p><b>Journaling:</b></p> <p><b>INVESTIGATE:</b> Journal about your experience with social media for one day. Note how often you open your social apps, what you're feeling when you get the itch, how much time you spend on them, what feelings come up as you're scrolling or after you're finished, and what types of posts or ads you see?</p> <p>Pro-tip: Navigate to your phone Settings and click Screen Time for a view of where you spend your most time.</p>		Critical Thinking What is the intent of big tech?	
	<p><b>INVESTIGATE:</b> Take this <a href="#">Big Five personality test from Tactical Tech</a> and see how your particular personality influences the ads you see. Then <a href="#">check out what Facebook predicts your interests are</a> – how accurate are they?</p> <p>-<a href="#">Social Dilemma Bingo</a></p>		Critical Thinking What is the intent of big tech?	
	<p><a href="#">How does your phone manipulate you?</a></p> <p>LO: Use Psychological vocabulary and have explained with reasons (and specific evidence) and considered how this can relate to how it changes human behaviour.</p> <p><b>(assessment checkpoint for the term)</b></p> <p><b>Written</b> A podcast when someone is the expert explaining phone manipulation and how you can overcome it</p> <p><b>Visual</b> A poster/slideshow that uses writing and images explaining phone manipulation and how you can overcome it</p> <p><b>Auditory</b> A typed report that uses writing and some images explaining phone manipulation and how you can overcome it</p>		Critical Thinking What is the intent of big tech?	

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WEEK 4: Conformity in the Social Media Age				
	<p><a href="#">How does your phone manipulate you?</a></p> <p>LO: Use Psychological vocabulary and have explained with reasons (and specific evidence) and considered how this can relate to how it changes human behaviour. (assessment checkpoint for the term)</p> <p><b>Written</b> A podcast when someone is the expert explaining phone manipulation and how you can overcome it</p> <p><b>Visual</b> A poster/slideshow that uses writing and images explaining phone manipulation and how you can overcome it</p> <p><b>Auditory</b> A typed report that uses writing and some images explaining phone manipulation and how you can overcome it</p>		Assessment 4 learning: task focused feedback	
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<p>WEEK 5 (Conformity in the Social Media Age)</p>				
	<ul style="list-style-type: none"> <li>- <a href="#">How does your phone manipulate you?</a></li> <li>- LO: Use Psychological vocabulary and have explained with reasons (and specific evidence) and considered how this can relate to how it changes human behaviour.</li> <li>- (assessment checkpoint for the term)</li> </ul> <p><b>Written</b> A podcast when someone is the expert explaining phone manipulation and how you can overcome it</p> <p><b>Visual</b> A poster/slideshow that uses writing and images explaining phone manipulation and how you can overcome it</p> <p><b>Auditory</b> A typed report that uses writing and some images explaining phone manipulation and how you can overcome it</p>		<p>Assessment 4 learning: task focused feedback</p>	

	<b>overcome it</b>			
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<b>WEEK 6 (Conformity Online to the Real World-is there a line?)</b>				
	<p><b>Wellington Protests: Propaganda, conformity bias changing behaviour:</b> Students will learn to Explain how people fall into extreme beliefs and change their behaviour by exploring the Stuff documentary Fire and the Fury and look how online conformity can create bias and have negative repercussions for society. Students have paper, pictures, video to engage them-will have a plenary to see how much they understand the LO goal. <a href="#">Conformity in Aotearoa NZ Wellington Protests</a> LO: Explain how people fall into extreme beliefs and change their behaviour</p>		Engaging NZ context	

	<p><b>Wellington Protests: Propaganda, conformity bias changing behaviour:</b>  Students will learn to Explain how people fall into extreme beliefs and change their behaviour by exploring the Stuff documentary Fire and the Fury and look how online conformity can create bias and have negative repercussions for society. Students have paper, pictures, video to engage them-will have a plenary to see how much they understand the LO goal.  <a href="#">Conformity in Aotearoa NZ Wellington Protests</a>  LO: Explain how people fall into extreme beliefs and change their behaviour  Facilitate a classroom discussion starting with a padlet (anonymous) and anyone willing to speak</p> <ol style="list-style-type: none"> <li>What did you notice about the language people used?</li> <li>How did lockdowns affect social media? What was the impact of this?</li> <li>How did two protestors Valerie and Ali change?</li> <li>What is misogyny and where do we see it?</li> </ol>		Classroom discussions	
	<p><b>Wellington Protests: Propaganda, conformity bias changing behaviour:</b>  Students will learn to Explain how people fall into extreme beliefs and change their behaviour by exploring the Stuff documentary Fire and the Fury and look how online conformity can create bias and have negative repercussions for society. Students have paper, pictures, video to engage them-will have a plenary to see how much they understand the LO goal.  <a href="#">Conformity in Aotearoa NZ Wellington Protests</a>  LO: Explain how people fall into extreme beliefs and change their behaviour  Facilitate a classroom discussion starting with a padlet (anonymous) and anyone willing to speak</p> <ol style="list-style-type: none"> <li>What did you notice about the language people used?</li> <li>How did lockdowns affect social media? What was the impact of this?</li> <li>How did two protestors Valerie and Ali change?</li> <li>What is misogyny and where do we see it?</li> </ol>		Classroom discussions	
<b>WEEK 7: Nazi Germany conformity and Obedience</b>				
	<p>What do they know?  Gather data and information on what they know about Nazis, Holocaust, WWII and their beliefs.  Under the Nazis, some Germans unquestioningly followed orders that saw the mass murder of Jews, Slavs, Gypsies, disabled and non heterosexual people. This was called the Holocaust. The question is-what was life like in Nazi Germany and why did some people allow this to happen?</p> <ol style="list-style-type: none"> <li>To describe what life was like in Nazi Germany for certain people</li> <li>Explain why people conformed to Nazi Germany</li> </ol> <a href="#">Life in Nazi Germany</a>		Apply Knowledge for understanding conformity	
	<p>Under the Nazis, some Germans unquestioningly followed orders that saw the mass murder of Jews, Slavs, Gypsies, disabled and non heterosexual people. This was called the Holocaust. The question is-what was life like in Nazi Germany and why did some people allow this to happen?</p> <ol style="list-style-type: none"> <li>To describe what life was like in Nazi Germany for certain people</li> </ol>		Apply Knowledge for understanding conformity	



	<input type="checkbox"/> Explain why people conformed to Nazi Germany <a href="#">Life in Nazi Germany</a>			
	<p>Under the Nazis, some Germans unquestioningly followed orders that saw the mass murder of Jews, Slavs, Gypsies, disabled and non heterosexual people. This was called the Holocaust. The question is-what was life like in Nazi Germany and why did some people allow this to happen?</p> <input type="checkbox"/> To describe what life was like in Nazi Germany for certain people <input type="checkbox"/> Explain why people conformed to Nazi Germany <a href="#">Life in Nazi Germany</a>		Apply Knowledge for understanding conformity	
<b>WEEK 8 (Life in Nazi Germany vs Aotearoa New Zealand)</b>				
	<p><b>Compare and Contrast:</b>  Some of the Wellington protestors liken our current Government and the Covid 19 mandates (now expired) to life in Nazi Germany: But is it?  Students in pairs construct a t chart/poster/short video showing the similarities and differences using specific evidence</p>		Critical Thinking Using evidence to draw valid conclusions and arguments	
	<p><b>Compare and Contrast:</b>  Some of the Wellington protestors liken our current Government and the Covid 19 mandates (now expired) to life in Nazi Germany: But is it?  Students in pairs construct a t chart/poster/short video showing the similarities and differences using specific evidence</p>		Critical Thinking Using evidence to draw valid conclusions and arguments	
	<p><b>Compare and Contrast:</b>  Some of the Wellington protestors liken our current Government and the Covid 19 mandates (now expired) to life in Nazi Germany: But is it?  Students in pairs construct a t chart/poster/short video showing the similarities and differences using specific evidence</p>		Critical Thinking Using evidence to draw valid conclusions and arguments	
<b>WEEK 9 (Obedience: I was only following orders! Essay writing)</b>				
	<p>Banality of Evil? I was only following orders:</p> <ul style="list-style-type: none"> <li>• Introduce Adolf Eichmann defence, Hannag Arendt</li> <li>• Discuss and introduce Milgram's shock experiment around obedience</li> </ul> <p>Learning Outcome: Construct a clear reasoned argument on whether "I was only following orders" is an actual defence.  <a href="#">Obedience slideshow</a>  <a href="#">Essay planning</a>  <a href="#">Superior orders argument</a></p>		Apply Knowledge for understanding obedience	

<p>Banality of Evil? I was only following orders:</p> <ul style="list-style-type: none"> <li>● Introduce Adolf Eichmann defence, Hannag Arendt</li> <li>● Discuss and introduce Milgram’s shock experiment around obedience</li> </ul> <p>Learning Outcome: Construct a clear reasoned argument on whether "I was only following orders" is an actual defence.</p> <p><a href="#">Obedience slideshow</a></p> <p><a href="#">Essay planning</a></p> <p><a href="#">Superior orders argument</a></p>		<p>Essay writing planning and paragraph structure</p>	
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## WEEK 10 (Obedience: I was only following orders! Essay writing)

<p>Banality of Evil? I was only following orders:</p> <ul style="list-style-type: none"> <li>● Introduce Adolf Eichmann defence, Hannag Arendt</li> <li>● Discuss and introduce Milgram’s shock experiment around obedience</li> </ul> <p>Learning Outcome: Construct a clear reasoned argument on whether "I was only following orders" is an actual defence.</p> <p><a href="#">Obedience slideshow</a></p> <p><a href="#">Essay planning</a></p> <p><a href="#">Superior orders argument</a></p>		<p>Essay writing planning and paragraph structure</p>	
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## WEEK 11 ( )

<p>Neuroplasticity: Something lighter at the end of the term! <a href="#">Can you rewire your brain?</a> Introduce scientific method</p>		<p>Collaboration and agency in designing experiment</p>	
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<p>Neuroplasticity:</p>		<p>Collaboration and</p>	
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	<p>Something lighter at the end of the term!  <a href="#">Can you rewire your brain?</a>          Introduce scientific method</p>		<p>agency in designing experiment</p>	
	<p>Neuroplasticity:          Something lighter at the end of the term!  <a href="#">Can you rewire your brain?</a>          Introduce scientific method</p>		<p>Collaboration and agency in designing experiment</p>	
<p>WEEK 12 (Ethical Leadership)</p>				
	<p>Ethical Leadership in Nazi Germany:          Learning Objective: Explain the factors that makes people conform and allow bad/evil things to happen and learn how to overcome them  <a href="#">Slideshow</a>          US Holocaust Museum          What factors influence conformity?          Class discussion questions:  <ul style="list-style-type: none"> <li>•Can you think of a time when you did something just because everyone else was doing it—even if it didn't feel right to you? What led to those actions? Do you regret it now?</li> <li>•When a group to which you belong seems to be making a decision that seems unethical to you, how should you go about trying to balance your loyalty to the group against your own ethical integrity? Have you had an experience like that? How did you resolve it?</li> <li>•Can you think of a time when you went against the crowd? What were the risks? What were the benefits?</li> <li>•How can we increase awareness in situations when we are taking cues for proper behaviour from the actions of others?</li> <li>•What are the implications for you as a leader?</li> </ul> </p>		<p>Inquiry focus</p>	
	<p>Ethical Leadership in Nazi Germany:          Learning Objective: Explain the factors that makes people conform and allow bad/evil things to happen and learn how to overcome them  <a href="#">Slideshow</a>          US Holocaust Museum  <ul style="list-style-type: none"> <li>•Can you think of a time when you did something just because everyone else was doing it—even if it didn't feel right to you? What led to those actions? Do you regret it now?</li> <li>•When a group to which you belong seems to be making a decision that seems unethical to you, how should you go about trying to balance your loyalty to the group against your own ethical integrity? Have you had an experience like that? How did you resolve it?</li> <li>•Can you think of a time when you went against the crowd? What were the risks? What were the benefits?</li> <li>•How can we increase awareness in situations when we are taking cues for proper behaviour from the actions of others?</li> <li>•What are the implications for you as a leader?</li> </ul> </p>		<p>Inquiry focus</p>	
	<p>Ethical Leadership in Nazi Germany:          Learning Objective: Explain the factors that makes people conform and allow bad/evil things to happen and learn how to</p>		<p>Inquiry focus</p>	

	<p>overcome them  <a href="#">Slideshow</a>          US Holocaust Museum</p> <ul style="list-style-type: none"> <li>•Can you think of a time when you did something just because everyone else was doing it—even if it didn't feel right to you? What led to those actions? Do you regret it now?</li> <li>•When a group to which you belong seems to be making a decision that seems unethical to you, how should you go about trying to balance your loyalty to the group against your own ethical integrity? Have you had an experience like that? How did you resolve it?</li> <li>•Can you think of a time when you went against the crowd? What were the risks? What were the benefits?</li> <li>•How can we increase awareness in situations when we are taking cues for proper behaviour from the actions of others?</li> <li>•What are the implications for you as a leader?</li> </ul>			
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**WEEK 13 (Heroines in History)**

	<p>Rejected Princess Biography: Learning Outcome: To discover new heroine who resisted societal conformity          Students research an unknown heroine from <a href="#">Rejected Princesses   History That's More Than 2-Dimensional</a> and design a website on how they must have felt resisting conformity, obedience and threats</p>		<p>Inquiry and Age          Inquiry and Agency</p>	
	<p>Rejected Princess Biography: Learning Outcome: To discover new heroine who resisted societal conformity          Students research an unknown heroine from <a href="#">Rejected Princesses   History That's More Than 2-Dimensional</a> and design a website on how they must have felt resisting conformity, obedience and threats</p>		<p>Inquiry and Agency</p>	
	<p>Rejected Princess Biography: Learning Outcome: To discover new heroine who resisted societal conformity          Students research an unknown heroine from <a href="#">Rejected Princesses   History That's More Than 2-Dimensional</a> and design a website on how they must have felt resisting conformity, obedience and threats</p>		<p>Inquiry and Agency</p>	

**WEEK 14 (Experiment Assessment)**

	<p><a href="#">Introduce the experiment: Can people be influenced to give the wrong answer?</a></p>		<p>Critical Inquiry          Collaborati          on Taking          Action</p>	
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	<p><a href="#">Introduce the experiment: Can people be influenced to give the wrong answer?</a></p>		<p>Critical Inquiry</p>	

			Collaborati on Taking Action	
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## WEEK 15 ( )

	<a href="#"><u>Introduce the experiment: Can people be influenced to give the wrong answer?</u></a>		Critical Inquiry Collaboration Taking Action
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	<a href="#"><u>Introduce the experiment: Can people be influenced to give the wrong answer?</u></a>		Critical Inquiry Collaboration Taking Action

## WEEK 17 ( )

	Cults?		

<b>WEEK 18 ( )</b>			
	Exhibition (Google Site of learning and reflections due)		