

AS and A LEVEL PSYCHOLOGY

Lesson Element

Bandura Procedure

Instructions and answers for teachers

These instructions should accompany the OCR resources 'Bandura Procedure Worksheets 1, 2 and 3' activities which supports OCR AS and A Level Psychology.

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Bandura Procedure Worksheet 1

Theory on which the study is based and background to the study

Bandura's research is based on Social Learning Theory (SLT). In order to improve your understanding of the core study, it would be helpful to be aware of the main principles of SLT. With the use of the resources you have available, complete the table of key terms with a description of what each term means.

Social Learning Theory	
Observation	
Imitation	
Role Model	
Vicarious Reinforcement	
Vicarious Punishment	
Mental Representation	
Self-Efficacy	
Direct Experience	
Observation	

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Bandura Procedure Worksheet 2

Bandura Pre-Test

Read the character profiles of the nine children below. On your own put them into three categories (three in high, three in medium and three in low aggression). Write their names in the coloured boxes below.

Name: Graham Chris was seen throwing a pencil at another child and calling the other child names. No signs of any other aggression.	Name: Toby First child to swear in class. Has been told off numerous times for fighting. Easily wound up.	Name: Alex No history of aggression. Despite being called names he remains calm and placid.	Name: Jo Inanimate objects beware! Jo has been seen throwing a variety of objects around the room. Some history of physical aggression.
Name: James Kicked goal post during PE. Swore at himself when he missed an open goal. No signs of physical aggression towards others.	Name: Raj Very calm. No signs of physical or verbal aggression. Deals with anger well.	Name: Rachel Not aggressive. Occasionally wound up by others but only reaction is mild verbal aggression.	Name: Isabelle Had to be told off for a fight with fellow student. Was being teased and ridiculed. No harm was done. No other aggressive acts.
Name: Sarah Verbally quite aggressive. Often calls other kids names. Rarely uses physical violence but once pushed a child off her bike.	High Aggression	Medium Aggression	Low Aggression

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Bandura Procedure Worksheet 3

Complete the boxes below to explain the procedure in Bandura's core study.

Stage 1: Experimental Room

Aggressive Model Condition	Non-Aggressive Model	Control Group
The participants spent their time in this room watching the model.	The participants spent their time in this room watching the model.	Children in this group did not take part in stage 1
Time spent in room:	Time spent in room:	
Toys used:	Toys used:	
How the model behaved:	How the model behaved:	

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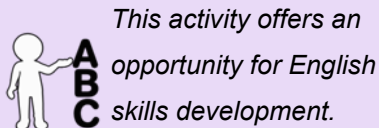
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The Activity:

The aim of this lesson element is to provide a structured activity that will enable students to summarise the method of Bandura's (1961) study.

Students should be able to:

- Identify how participants were matched in the pre-test and why this is important.
- Explain the structure of the procedure in the study.



This activity offers an opportunity for English skills development.

Associated materials:

- 'Bandura Procedure Worksheet 1' Lesson Element learner activity sheet.
- 'Bandura Procedure Worksheet 2' Lesson Element learner activity sheet.
- 'Bandura Procedure Worksheet 3' Lesson Element learner activity sheet.



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Introduction to the Task

Summary and background

Bandura's study investigated whether aggression can be transmitted through the imitation of aggressive models. Some of the participants (children aged 37 to 69 months) were matched into 1 of 3 groups and watched an adult acting aggressively towards a bobo doll.

It was found that when children came into contact with the bobo doll themselves, they imitated the model by attacking the bobo doll in the same way the adult had previously. Bandura concluded that children learn through imitation and observation, leading to the construction of his social learning theory.

Student Misconceptions

Although the procedure for Bandura seems relatively simple, students can often miss out some of the key details of the study. This can include identifying that there was a pre-test before the main procedure to match children into groups on levels of aggression. In addition, the nuances of the main procedure (such as the toys used, time spent in each room and *specific* actions of the model) can also be lost. These activities provided in this lesson element are designed to focus in on these details, which should give students a better appreciation of the complexity of the procedure rather than just a simple overview.

Teacher Preparation

Possible student questions:

Q: Why did Bandura bother with the pre-test beforehand?

A: The reason for this was to ensure that each of the conditions in the study had children of similar levels of aggression. If the conditions were not matched, then one group may have been naturally more aggressive than another which would reduce the accuracy of the results.

Q: Why was it important for the children to be annoyed in stage 2?

A: This was a control to ensure that all children entered stage 3 with the same amount of aggression. This is important as it allows the behaviour of the children in each condition to be compared with each other.



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Q: Wasn't this unethical?

A: Yes! Bandura broke several ethical issues such as withdrawal and protection from harm. Can you think of any way you could have carried this study out differently?

Q: Why was the non-aggressive model needed?

A: To see if children would observe and imitate any behaviour. This is a good point to make as it shows that observational learning can be positive as well as negative.

Q: Why was there a no model (control group) condition needed?

A: The control group was used to compare the results of the two experimental groups. It showed how the children would react naturally (without model intervention).

Teacher Preparation

A copy of all three worksheets should be printed out for each student.

The teacher should have his/her own materials (either in textbook, presentation or a copy of the original article) to provide students when completing these activities.

The worksheets provided are designed to be used after the teacher has given a background to the Bandura study and briefly explained the matched experimental design. To provide an activity to accompany an explanation, students should complete worksheet 2 (matching hypothetical participants into three groups).



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Task 1

Worksheet 1

The specification states that learners must know how each core study relates to the area of psychology it is placed within. In this case, the Bandura core study relates to Social Learning Theory (SLT) and Developmental Psychology. In order to support learners with this, task 1 requires them to research the key terms and concepts within SLT. This could be done with the use of textbooks or the internet, while learners requiring stretch and challenge could read the original journal article.

Learners could do this task individually, followed by a discussion with a partner to add further detail, this could then be a full class discussion with learners adding further information to their table of key terms.

Task 2

Worksheet 2

Instructions are provided on the sheet for students to follow. Once the sheet is completed, there is an opportunity for a comparison (in pairs or a class discussion) between students to see if they matched the same children into their groups.

The worksheet then further explains the way that Bandura conducted his pre-test. The last box asks students to explain why the pre-test was needed. This point is often misunderstood by students so a class discussion after students have thought about it would be helpful.

Task 3

Worksheet 3

The third worksheet is designed as a structured space for students to make notes on the actual procedure that was followed in the study. It will ensure that students will identify key details in the study and make notes on them.

The teacher should provide information on the procedure for students so that they are able to fill in the required information. This can be in the form of a textbook, presentation or original article. Once the activities are completed, the teacher could begin a discussion on *why* the 3 stages (particularly stage 2) were needed in the study.



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