

**A LEVEL**  
*Curriculum Plan*

# PSYCHOLOGY

H567  
For first teaching in 2015

## Component 3: Child Psychology

Version 3



## Component 3 – Child Psychology

In Component 3 of the A Level specification students must study two of four optional topics, of which one is 'child psychology'. This option gives students the opportunity to explore a range of topics within child psychology, namely intelligence, brain, perceptual, and cognitive development the development of attachment and the impact of advertising. Within each of the six topics in child psychology, students are required to know the background, a key research study and application of the topic.

The following document aims to provide a suggested scheme of work outline that you can adapt to suit your students. Issues and debates should be linked to appropriate material throughout component 3 and suggested materials are detailed below. The guided learning hours for this section is roughly 18 lessons.

Lesson No	Elements	Lesson Aims and Objectives	Lesson Content	Lesson Plenary	Homework/ Assessment (teacher, peer, self)
1	<p><b>Intelligence - Background</b></p> <p>What psychologists mean by intelligence and what biological factors could affect intelligence.</p>	<p>Outline what is meant by intelligence.</p> <p>Describe different types of intelligence.</p> <p>Discuss problems with IQ tests.</p> <p>Describe biological factors that influence intelligence.</p> <p>Evaluate factors that could affect intelligence through the use of debates.</p>	<p>Starter – IQ tests <a href="http://iq-test.co.uk/">http://iq-test.co.uk/</a> <a href="http://www.free-iqtest.net/">http://www.free-iqtest.net/</a></p> <p>Students identify different types of intelligence being measured while completing the tests and while watching the following clip: <a href="https://www.youtube.com/watch?v=9xTz3Qjclol">https://www.youtube.com/watch?v=9xTz3Qjclol</a></p> <p>Recap Gould's core study – what problems are there with IQ tests? <a href="http://newlearningonline.com/new-learning/chapter-6/yerkes-army-intelligence-tests">http://newlearningonline.com/new-learning/chapter-6/yerkes-army-intelligence-tests</a> - Nature vs Nurture Discussion</p> <p>What biological factors could influence intelligence? Areas of the brain shown by brain scans, genetics, and health and nutrition. – Students find research evidence for and against these factors.</p>	<p>Debates counter arguments paragraph for intelligence to include:</p> <ul style="list-style-type: none"> <li>• nature/nurture</li> <li>• reductionism/holism</li> <li>• freewill/determinism</li> <li>• individual/situational and ethical considerations and socially sensitive research.</li> </ul>	<p>Outline what psychologists mean by intelligence.</p> <p><a href="http://www.bbc.co.uk/guides/z983nbk">http://www.bbc.co.uk/guides/z983nbk</a></p> <p>A great webpage to use for guided study throughout this topic.</p> <p>And these 3 podcasts could be used as part of a flipped learning task.</p> <p><a href="http://www.bbc.co.uk/programmes/b042q944/episodes/downloads">http://www.bbc.co.uk/programmes/b042q944/episodes/downloads</a></p>
2	<p><b>Intelligence – Key Research</b></p> <p>Van Leeuwen et al. (2008) - A twin-family study of general IQ. At least one method of assessing intelligence.</p>	<p>Describe the aims, procedures, results and conclusions of Van Leeuwen et al's (2008) study.</p> <p>Evaluate the study through the application of appropriate issues and debates.</p> <p>Use the research to explain the biological influence on intelligence.</p>	<p>Students to summarise key features of the Van Leeuwen et al study. To include the following information:</p> <ul style="list-style-type: none"> <li>• What did Leeuwen et al. predict about intelligence?</li> <li>• Sample size and ages</li> <li>• How was genetic information and cognitive data collected?</li> <li>• Findings in relation to: sex differences, siblings vs twins, age differences, correlation, the genetic, the % of intelligence due to genetics, the importance of environment for certain groups.</li> <li>• Conclusions</li> <li>• Reliability and Validity of the study</li> </ul>	<p>Add evidence from the study to the previously completed debates paragraph and add sentences on methodological issues.</p>	<p>Explain how research by Van Leeuwen et al. (2008) could be used to explain the biological influence on intelligence.</p>

Lesson No	Elements	Lesson Aims and Objectives	Lesson Content	Lesson Plenary	Homework/ Assessment (teacher, peer, self)
3	<p><b>Intelligence – Application</b></p> <p>At least one method of assessing intelligence.</p>	<p>Describe different methods of assessing intelligence.</p> <p>Evaluate different methods of assessing intelligence using appropriate issues and debates.</p> <p>Apply knowledge of methods of assessing intelligence to a novel source.</p>	<p>The history of IQ – including the Stanford-Binet Test and Weschler IQ Test and Sternberg Triarchic Abilities Test.</p> <p>Different types of intelligence – Howard Gardner Multiple Intelligences: Musical-rhythmic and harmonic, Visual-spatial, Verbal-linguistic, Logical-mathematical, Bodily-kinesthetic, Interpersonal, Intrapersonal, Naturalistic, Existential, Additional intelligences</p> <p>Describe these intelligence tests and identify problems with them.</p> <p>Can IQ tests be useful? Discussion.</p>	<p>Refer back to Gould – Discuss the validity of a method of measuring intelligence.</p> <p>and/or</p> <p>Discuss the reliability of a method of measuring intelligence.</p>	<p>Discuss the usefulness of a method of measuring intelligence.</p> <p>and/or</p> <p>Discuss ethical considerations and the socially sensitive nature of measuring intelligence.</p>
4	<p><b>Pre-adult brain development – Background</b></p> <p>Brain development and the impact of this on risk taking behaviour.</p>	<p>Describe stages of brain development (functions, structures and areas).</p> <p>Describe the impact of brain development on risk taking behaviour.</p> <p>Evaluate factors that could affect risk taking behaviour through the use of debates.</p>	<p>Students complete a brain development timeline:</p> <p>Pre-natal, differences ages in infancy, childhood and adolescence could include the development of different brain functions, structures and areas and the development of neurons and synapses and brain size and volume.</p> <p>Hats brain activity –students research the following brain parts - Medial pre-frontal cortex, ventral striatum and amygdala and recap regions of the brain those covered in component 2.</p> <p>Is this explanation deterministic and reductionist? debate.</p>	<p>As a consolidation activity match the areas with functions and then stick to hats in relation to where they are in the brain.</p>	<p><a href="http://news.bbc.co.uk/1/hi/health/4094183.stm">http://news.bbc.co.uk/1/hi/health/4094183.stm</a></p> <p>Students use knowledge of brain development and risk taking to explain the behaviour in the news story.</p>
5	<p><b>Pre-adult brain development – Key Research</b></p> <p>Barkley-Levenson and Galván (2014) - Neural representation of expected value in the adolescent brain.</p>	<p>Describe Barkley-Levenson and Galván study.</p> <p>Evaluate the study through appropriate issues and debates.</p> <p>Use the study to explain brain development and the impact of this on risk taking behaviour.</p>	<p>Students read the study from OCR Key research summary guide: page 15-21 <a href="http://ocr.org.uk/Images/309117-child-psychology-key-research-guide.pdf">http://ocr.org.uk/Images/309117-child-psychology-key-research-guide.pdf</a></p> <p>Make notes and summarise with specific attention to the following key terms and providing definitions:</p> <p>Risk taking behaviour, adolescence, expected value, ventral striatum, hyperactive Ventral Striatum activation, IV, DV, Quasi experiment, independent measures, intake session, neuroimaging, consent, primary source and amount of spending money, playing money, fMRI Task, spinner, probability, trials, gain only, loss only, real money, outliers, acceptance rates, similar behaviour, significantly more, no effect, no differences, no change, more likely, correlated, amygdala, medial prefrontal cortex, hyperactivation of the ventral striatum, advantageous risk taking.</p>	<p>Using the research by Barkley-Levenson et al. (2014), explain the relationship between brain development and risk taking behaviour (10)</p>	<p>Issues and debates homework – how do they apply to this research study and to the brain development explanation?</p> <p>e.g. ethics of children as participants. Why does it support the Determinism, reductionism and individual and psychology as a science debates?</p>

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6	<p><b>Pre-adult brain development - Application</b></p> <p>At least one strategy to reduce risk taking behaviours using knowledge of brain development.</p>	<p>Describe one or more strategies to reduce risk taking behaviours.</p> <p>Apply knowledge of brain development to explain strategies to reduce risk taking behaviours.</p> <p>Evaluate strategies to reduce risk taking.</p> <p>Behaviour using appropriate issues and debates.</p> <p>Apply knowledge of strategies to reduce risk taking behaviour to a novel source.</p>	<p>Application of areas/perspectives – group poster tasks to prevent risk taking behaviours (include reference to issues and debates) such as drink/dangerous driving, or gambling, or drug taking:</p> <p>Biological – biochemistry and neuroanatomy</p> <p>Cognitive – education/changing thinking</p> <p>Behavioural – consequences</p> <p>Social – conformity</p>	<p>Max has just passed his driving test and often breaks the speed limit. He enjoys driving fast and even a police warning has not stopped him. Max's parents have tried to punish him for this behaviour but their interventions have not been successful.</p> <p>(c)* Discuss how a psychologist could investigate whether Max's behaviour is due to brain development. (10)</p>	<p>Follow up exam style question</p> <p>c)* Discuss how a psychologist could reduce Max's risk taking behaviour (10)</p>
7	<p><b>Perceptual Development - Background</b></p> <p>Perceptual development in children and how this can be studied in babies and animals.</p>	<p>Describe perceptual development in children.</p> <p>Describe how perceptual development can be studied in babies.</p> <p>Describe how perceptual development can be studied in animals.</p> <p>Evaluate the methodology used in such studies.</p>	<p>Illusions, depth cues, constancies, face perception and pattern perception – how and when do these develop in children? Research task.</p> <p>Blakemore and Cooper recap – students write a 200 word summary – how did the environment influence the kittens' perceptual development?</p> <p>How this can be studied? Discussion to cover: gazing tasks (e.g. Fantz), preferential looking and physiological measures such as heart rate and brain activity in babies and deprivation tasks such as used by Blakemore and Cooper and the Kitten Carousel (Held and Hein).</p>	<p>Evaluation task:</p> <p>Methodological issues with such methods – strengths and weaknesses table on different types of reliability and validity.</p>	<p>Ethical and usefulness issues with this type of research – students write two counter paragraphs.</p>

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8	<p><b>Perceptual Development – Key Research</b></p> <p>Gibson and Walk (1960) The visual cliff.</p>	<p>Describe Gibson and Walk’s study.</p> <p>Evaluate the study through appropriate issues and debates.</p> <p>Use the study to explain perceptual development differences in children and animals.</p> <p>Use the study to explain how perceptual development is studied in infants and animals.</p>	<p>Introductory clips:</p> <p><a href="https://www.youtube.com/watch?v=3WvtEFJGp-8">https://www.youtube.com/watch?v=3WvtEFJGp-8</a></p> <p><a href="https://www.youtube.com/watch?v=WanGt1G6ScA">https://www.youtube.com/watch?v=WanGt1G6ScA</a></p> <p>Comparing perceptual development in different animals:</p> <p>Chicks, turtles, rats, lambs, kids (goats), pigs, kittens and dogs. How do they compare to humans?</p> <p>Animal research debate – including ethics and generalisation and methodological issues.</p>	<p>Is perceptual development due to Nature or nurture?</p> <p>Summary paragraph with evidence from research.</p>	<p>Explain how research by Gibson and Walk (1960) could be used to explain perceptual development in children.</p>
9	<p><b>Perceptual Development - Application</b></p> <p>At least one play strategy to develop perception in young children.</p>	<p>Describe one or more play strategies to develop perception in young children.</p> <p>Apply knowledge of perceptual development to explain how play strategies would work.</p> <p>Evaluate one or more play strategies.</p> <p>Apply knowledge of at least one play strategy to a novel source.</p>	<p>Students use the following websites to research play strategies for infants. From their research they could design a game/strategy, write a review on the benefits of the strategy, or write a letter to parents promoting the play strategy:</p> <p><a href="http://www.ot-mom-learning-activities.com/visual-perception-activities.html">http://www.ot-mom-learning-activities.com/visual-perception-activities.html</a></p> <p><a href="http://ornes.nl/wp-content/uploads/2010/08/Play-in-children-s-development-health-and-well-being-feb-2012.pdf">http://ornes.nl/wp-content/uploads/2010/08/Play-in-children-s-development-health-and-well-being-feb-2012.pdf</a></p>	<p>Students present their strategy to the rest of the class or information is presented at ‘stations’ around the classroom. Notes are made on the different strategies.</p>	<p>Scenario example – Jack has just started nursery and his mother is worried about his perceptual development, as he seems to be behind other infants.</p> <p>Discuss a strategy which could be used to develop Jack’s perception (10)</p>

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10	<p><b>Cognitive development and education - Background</b></p> <p>Cognitive development in children and the impact of this on education.</p>	<p>Describe theories of cognitive development.</p> <p>Describe the impact of theories of cognitive development on education.</p> <p>Evaluate theories of cognitive development with use of appropriate issues and debates.</p>	<p>Teaching and learning on Piaget's theory of cognitive development, covering the following key points:</p> <p>Assimilation, accommodation, fixed, invariant, universal, little scientists</p> <p>Sensorimotor stage – schemas, object permanence</p> <p>Pre-operational stage – egocentrism, animism</p> <p>Concrete Operational – conservation, reversibility</p> <p>Formal Operational - hypothetical thinking, abstract thinking</p> <p>This crash course video covers Piaget's, students could make notes on the above key features while watching:  <a href="https://www.youtube.com/watch?v=8nz2dtv--ok">https://www.youtube.com/watch?v=8nz2dtv--ok</a></p> <p>Vygotsky – zone of proximal development, environment, social interaction, scaffolding, discovery learning, more knowledgeable other.</p> <p>Stretch and challenge – students could also research Bruner's stage theory:</p> <p>Enactive – objects must be touched</p> <p>Iconic – objects can be represented by pictures</p> <p>Symbolic – words can represent objects</p> <p>The impact on education – students summarise the following and apply them to Vygotsky (4-6) or Piaget (1-3):</p> <ol style="list-style-type: none"> <li>1. readiness</li> <li>2. discovery learning</li> <li>3. peer support</li> <li>4. role of the teacher</li> <li>5. the spiral curriculum</li> <li>6. scaffolding in the classroom</li> </ol>	<p>Matching activity – students' links each side of each debate with Vygotsky or Piaget and justifies their decision in a couple of sentences.</p>	<p>Discuss the nature/nurture debate (or another debate) in relation to cognitive development in children. (10)</p> <p>Students could also use this website <a href="http://www.bbc.co.uk/guides/zsvwmnb">http://www.bbc.co.uk/guides/zsvwmnb</a></p>

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11	<p><b>Cognitive development and education – Key Research</b></p> <p>Wood et al. (1976) The role of tutoring in problem solving</p>	<p>Describe the Wood et al study.</p> <p>Evaluate the study through appropriate issues and debates.</p> <p>Use the study to explain cognitive development and education</p>	<p>In groups of 4 – using the original article <a href="http://onlinelibrary.wiley.com/doi/10.1111/j.1469-7610.1976.tb00381.x/epdf">http://onlinelibrary.wiley.com/doi/10.1111/j.1469-7610.1976.tb00381.x/epdf</a></p> <p>1 member of the group makes notes on background and aim, 1 on procedure, 1 on results and 1 on conclusions. Feedback to others and summarise further.</p> <p>Consider the following issues and debates from Wood et al.'s research.</p> <p>Usefulness of research- the benefits of scaffolding.</p> <p>Nature/nurture – the importance of each at different ages</p> <p>Individual/situational – the importance of being in the situation with a tutor</p> <p>Reductionism/holism - the combination of a tutor and an independent problem solver</p> <p>Inter-rater reliability - agreement on 594 events between the two observers</p> <p>Does the study lack generalisability/external validity?</p>	<p>Students complete different sample essays for different debates:</p> <p>Assess the _____ debate with regard to research into cognitive development and education (15)</p>	<p>Peer mark and suggest improvements to the answer using the generic mark scheme</p> <p><a href="http://ocr.org.uk/Images/171772-unit-h567-03-applied-psychology-sample-assessment-materials.pdf">http://ocr.org.uk/Images/171772-unit-h567-03-applied-psychology-sample-assessment-materials.pdf</a> page 23 and 24</p>

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12	<p><b>Cognitive development and education - Application</b></p> <p>At least one cognitive strategy to improve revision or learning.</p>	<p>Describe cognitive strategies to improve revision.</p> <p>Describe cognitive strategies to improve learning.</p> <p>Evaluate strategies to improve revision or learning.</p> <p>Apply knowledge of strategies to improve revision or learning to a novel source.</p>	<p>Starter – which revision strategies do you use?</p> <p>Context dependent learning - Revisit Grant et al. –listen to podcast and makes notes on the usefulness if Grant’s research and what the study tells us about improving learning - <a href="https://audioboom.com/boos/3924107-cognitive-psychology-core-study-grant-et-al-1998">https://audioboom.com/boos/3924107-cognitive-psychology-core-study-grant-et-al-1998</a></p> <p>Introduce different strategies to the class. Students recap Wood et al.’s study through different strategies, then feedback to the class on their strategy. Including: mind maps, spider diagrams, chunking, acrostics, acronyms, method of loci.</p> <p><a href="https://www.youtube.com/watch?v=X-xI7_hdWZo">https://www.youtube.com/watch?v=X-xI7_hdWZo</a></p> <p><a href="https://www.youtube.com/watch?v=9NROegsMqNc">https://www.youtube.com/watch?v=9NROegsMqNc</a></p> <p>The method of loci is demonstrated well in this BBC documentary.</p> <p>Method of loci practical – give students a list of words and try and recall using this method.</p> <p>Discussion – do these strategies work for everyone? Link to debates.</p>	<p>Revision agony aunt task – students write down on area of the course they need to improve their learning of, with a brief description as to why – these are then swapped and used to create a homework question.</p>	<p>Agony aunt scenario...</p> <p>Discuss at least one strategy to improve the learning of this topic (10)</p>
13	<p><b>Development of attachment – Background</b></p> <p>The development of attachment in babies and the impact of failure to develop attachments.</p>	<p>Describe the development of attachment through theories of attachment.</p> <p>Evaluate theories of attachment through appropriate research and issues and debates.</p> <p>Describe the impact of failure to develop attachments.</p> <p>Evaluate the impact of deprivation and privation through appropriate research and issues and debates.</p>	<p>Theories of attachment –</p> <p>Students recap the key features of the behaviourist perspective and apply to the learning theory of attachment and compare to the evolutionary theory. Make reference to the critical period, social releasers, innate nature, monotropy, imprinting and internal working model.</p> <p>Using Harlow’s monkeys study to make conclusions from each theory. <a href="https://www.youtube.com/watch?v=hh9tJnlkHwk">https://www.youtube.com/watch?v=hh9tJnlkHwk</a></p> <p>Failure to form an attachment (privation) and loss of an attachment (deprivation)</p> <p>Bowlby’s maternal deprivation hypothesis with reference to irreversibility, critical period, continuity hypothesis and emotional, social and cognitive problems</p> <p>Genie, Czech Twins and Robertson and Robertson, do these studies support the theory?</p>	<p>Debates activity – quiz</p> <p>trade type activity – where students must apply each side of the debates to 2 theories of attachment.</p>	<p>Complete a methodological and ethical issues table on the deprivation and privation studies.</p>



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14	<p><b>Development of attachment – Key Research</b></p> <p>Ainsworth and Bell (1970) Attachment, Exploration and Separation: Illustrated by the Behavior of One-year-olds in a Strange Situation.</p>	<p>Describe the Ainsworth and Bell study.</p> <p>Evaluate the study through appropriate issues and debates.</p> <p>Use the study to explain the development of attachments.</p>	<p>Ainsworth and Bell lesson element <a href="http://ocr.org.uk/Images/181997-the-strange-situation-methodology-lesson-element-teacher-instructions.pdf">http://ocr.org.uk/Images/181997-the-strange-situation-methodology-lesson-element-teacher-instructions.pdf</a></p> <p><a href="http://ocr.org.uk/Images/181984-the-strange-situation-methodology-lesson-element.doc">http://ocr.org.uk/Images/181984-the-strange-situation-methodology-lesson-element.doc</a></p> <p>Students summarise the study with the use of the following key terms:</p> <p>Exploration, proximity seeking, secure base, stranger anxiety, separation protest, resistance, responsive, sensitive.</p> <p>Methodological issues questions:</p> <p>Why did the study have high inter-rater reliability?</p> <p>How were extraneous variables minimised?</p> <p>What strengths are there in this controlled observation?</p> <p>Why may external validity be low?</p> <p>Ainsworth and Bell’s study can be criticised for having sampling bias and being ethnocentric because...</p>	<p>Key terms consolidation test.</p> <p>Exploration, proximity seeking, secure base, stranger anxiety, separation protest, resistance, responsive, sensitive.</p>	<p>Explain how the research by Ainsworth and Bell can be used to explain the development of attachments (10)</p>
15	<p><b>Development of attachment – Application</b></p> <p>At least one strategy to develop an attachment friendly environment</p>	<p>Describe one or more strategies to develop an attachment friendly environment.</p> <p>Evaluate strategies to develop an attachment friendly environment.</p> <p>Apply knowledge of develop an attachment friendly environment to a novel source.</p>	<p>Starter – pros and cons of day care – students discuss in groups and as a class and start a table on the day care debate. Using one or more of the articles below, add to the table.</p> <p><a href="https://www.theguardian.com/lifeandstyle/2010/oct/02/nurseries-childcare-pre-school-cortisol">https://www.theguardian.com/lifeandstyle/2010/oct/02/nurseries-childcare-pre-school-cortisol</a></p> <p><a href="https://www.psychologytoday.com/articles/200505/the-trouble-day-care">https://www.psychologytoday.com/articles/200505/the-trouble-day-care</a></p> <p><a href="http://www.telegraph.co.uk/women/mother-tongue/9930182/Nursery-kids-are-alright-why-day-care-benefits-children.html">http://www.telegraph.co.uk/women/mother-tongue/9930182/Nursery-kids-are-alright-why-day-care-benefits-children.html</a></p> <p>Students research the importance of hours in day care, age they go into day care and quality of day care and ideas of the psychologists Bowlby, Leach, Melhuish and Leach.</p>	<p>What makes an attachment friendly environment?</p> <p>Go around the classroom and students give characteristics of such an environment.</p> <p>Students then write an exam type scenario which describes an attachment friendly environment.</p>	<p>Scenario from plenary... this day care centre has won an award.</p> <p>Discuss how a child psychologist might apply their knowledge to explain why the day centre is such an attachment friendly environment. (10)</p>

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16	<p><b>Impact of advertising on Children – Background</b></p> <p>The influence of television advertising on children and the stereotyping in such advertising.</p>	<p>Describe the influence of television advertising on children.</p> <p>Describe stereotyping in television advertising.</p> <p>Evaluate the influence of television advertising on children and the stereotyping in such advertising through appropriate issues and debates.</p>	<p>Starter task – student to watch these gender stereotyped adverts and note down themes in the ads, including language, voices, images and examples of stereotyping.</p> <p><a href="https://www.youtube.com/watch?v=VodbRdPQWZw">https://www.youtube.com/watch?v=VodbRdPQWZw</a></p> <p><a href="https://www.youtube.com/watch?v=zwysTF0NwvE">https://www.youtube.com/watch?v=zwysTF0NwvE</a></p> <p>Followed by feedback and discussion. What implications are there from such adverts – positive and negative.</p>	<p>In groups identify the features of an advert that would not promote stereotypes.</p>	<p>Answer the following questions.</p> <p>Are traditional gender roles due to nature or nurture?</p> <p>Do boys and girls play with gender specific toys because of individual or situational explanations?</p> <p>Are gender roles deterministic?</p> <p>According to the holism debate what factors influence gender roles?</p>
17	<p><b>Impact of advertising on Children – Key Research</b></p> <p>Johnson and Young (2002) Gendered voices in children’s advertising.</p>	<p>Describe the Johnson and Young study.</p> <p>Evaluate the study through appropriate issues and debates.</p> <p>Use the study to explain the impact of advertising on children.</p>	<p>Using the OCR key research guide, original article or text book Gap fill starter:</p> <p>The aim of this research was to critically examine _____ in TV commercials made for and marketed to children in order to determine the degree to which the _____ that are used call upon _____ as a meaningful cultural category for selling.</p> <p>Research questions: - Do advertisers _____ language differently for males and females in adverts directed at _____ school and _____ school boys and girls?</p> <p>How is gender used as a _____ code to link _____ to _____ roles?</p> <p>Write a couple of sentences about how many adverts, when they were from and the 5 categories of analysis.</p> <p>Results – research methods inferential stats activity – summarise results into an appropriate charts/graphs.</p> <p>Conclusions – write a paragraph using the following key terms:</p> <p>Semantic notions, gender polarisation, gender ideologies, verbal images, voice-overs, accentuate gender, verbal models, language stereotype, and power.</p>	<p>Summarise the study in 200 words.</p> <p>Write 5 questions about the study and swap with a partner.</p>	<p>Describe how research by Johnson and Young (2002) can be used to explain the influence of television advertising on children and the stereotyping in such advertising. (10)</p>

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18	<p><b>Impact of advertising on Children – Application</b></p> <p>At least one strategy to reduce the impact of advertising which is aimed at children.</p>	<p>Describe at least one strategy to reduce the impact of advertising aimed at children.</p> <p>Evaluate strategies to at least one strategy to reduce the impact of advertising aimed at children.</p> <p>Apply knowledge of at least one strategy to reduce the impact of advertising aimed at children to a novel source.</p>	<p>Starter – ideas blast on how to reduce the impact of advertising on children. What can be changed in the adverts?</p> <p>Behaviourist perspective – reinforcement and punishment if behaviours are imitated.</p> <p><a href="https://makewealthhistory.org/2011/10/27/reducing-the-negative-impact-of-advertising/">https://makewealthhistory.org/2011/10/27/reducing-the-negative-impact-of-advertising/</a></p> <p>This is an excellent article which students can make notes on different strategies.</p>	<p>A young boy loves watching his favourite cartoon every day and in the middle of the programme he sees adverts for boys' toys which portray the message of boys being powerful.</p> <p>Discuss how a psychologist could reduce the impact of advertising on the boy (10)</p>	<p>Revise for child psychology assessment.</p>



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