

Psychology

**Combination: History-Literature in
English-Psychology**

Senior

6

Teacher's Guide

EXPERIMENTAL VERSION

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FOREWORD

Dear Teacher,

Rwanda Basic Education Board (REB) is pleased to present Psychology Teacher's Guide for Senior Six, History-Literature-Psychology Combination. It was designed based on the Senior Six Student Book to serve as a guide to teaching and learning of Psychology subject in general education.

The Rwandan education philosophy is to ensure that young people at every level of education achieve their full potential in terms of relevant knowledge, skills and appropriate attitudes that prepare them to be well integrated in society and exploit employment opportunities. In line with efforts to improve the quality of education, the government of Rwanda emphasizes the importance of aligning teaching and learning materials with the curriculum to facilitate the learning process.

Many factors influence what students learn, how well they learn and the competences they acquire. Those factors include the relevance of the specific content, the quality of teacher's pedagogical approaches, the assessment strategies, and the instructional materials available. Special attention was paid to the activities that facilitate the learning process in which students can develop ideas and make new discoveries during concrete activities carried out individually or with peers.

This contrasts with traditional learning theories which view learning mainly as a process of acquiring knowledge from the more knowledgeable who is mostly the teacher. In competence-based approach, learning is considered as a process of active building and developing of knowledge and understanding, skills, values and attitudes by the learner, where concepts are mainly introduced by an activity, situation or scenario that helps the learner to construct knowledge, develop skills and acquire positive attitudes and values.

With your facilitation, students learning psychology subject in senior six will gain basic knowledge, skills, attitudes and values that they need to understand social psychology, health psychology and guidance and counselling. Having the understanding of these units will help them to apply social psychology theories in the social context of development and engage collaboratively in conflict resolution based on social and group issues. Furthermore, the understanding of these units will help them to act as a role model in inculcating positive attitudes and values, challenge negative motives among individuals, prevent the occurrence and worsening of psychosocial issues, guide people through difficult life course due to poor health practices or owing to psychological disorders and use appropriate techniques to provide guidance and counselling.

As a facilitator, your role is to:

- Plan your lessons and prepare appropriate teaching materials.

- Organize group discussions for learners considering the importance of social constructivism suggesting that learning occurs more effectively when the learner works collaboratively with more knowledgeable and experienced people.
- Engage learners through active learning methods such as inquiry methods, group discussions, research, investigative activities and group and individual work activities.
- Provide supervised opportunities for learners to develop different competences by giving tasks which enhance critical thinking, problem solving, research, creativity and innovation, communication and cooperation.
- Support and facilitate the learning process by valuing learners' contributions in the class activities.
- Guide learners towards the harmonization of their findings.
- Explain different concepts for clear understanding of the content.
- Encourage individual, peer and group evaluation of the work done in the classroom and use appropriate competence-based assessment approaches and methods.
- Create more learning and assessment activities in supplement of those provided in the student book.

To facilitate you in your teaching activities, the content of this teacher's guide is self-explanatory so that you can easily use it. It is divided into 3 parts:

- **Part 1:** Explains the structure of this book and gives you methodological guidance.
- **Part 2:** Gives a sample lesson plan as reference for your lesson planning process.
- **Part 3:** Provides guidance on teaching for each lesson.

Even though this guide contains answers for all activities given in the student's book, you are requested to work through each question and activity before judging the student's findings.

I wish to sincerely appreciate all people who contributed towards the development of this teacher's guide, particularly REB staff who organized the whole process from its inception.

Special gratitude goes to the lecturers and TTC tutors who diligently worked for the successful completion of this guide. Any comment or contribution would be welcome for the improvement of this teacher's guide for the next edition.

Dr. MBARUSHIMANA Nelson

Director General, REB

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MURUNGI Joan,

Head of CTLRD, REB

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PART I. GENERAL INTRODUCTION

1.0. About the Teacher's guide

This book is a teacher's guide for Psychology, Senior Six in general education". It is designed to accompany Senior six students' book and intends to help teachers in the implementation of the curriculum. As the name says, it is a guide that teachers can refer to, when preparing their lessons. Teachers may prefer to adopt the guidance provided but they are also expected to be more creative and consider their specific classes 'contexts and prepare accordingly.

1.1 The structure of the guide

This section presents the overall structure, the unit and lesson structure to help teachers to understand the different sections of this guide and what they will find in each section.

❖ Overall structure

The teacher's guide of Psychology is composed of three parts:

Part I: General Introduction

This part provides general guidance on how to develop generic competences, how to integrate cross cutting issues, how to cater for learners with special educational needs, active methods and techniques of teaching Psychology and guidance on assessment.

Part II: Sample lesson plan

This part provides a sample lesson plan, developed and designed to help the teacher develop their own lesson plans.

Part III: Unit development

This is the core part of the guide. Each unit is developed following the structure below. The guide ends with references.

❖ Structure of a unit

Each unit is made of the following sections:

- **Unit title**
- **Key unit competence**
- **Prerequisites**

This section indicates knowledge, skills and attitudes required for the success of the unit. The competence-based approach calls for connections between units/topics within a subject and interconnections between different subjects. The teacher will find an indication of those prerequisites and guidance on how to establish connections.

- **Cross-cutting issues to be addressed**

This section suggests cross cutting issues that can be integrated depending on the unit content. It provides guidance on how to come up with the integration of the issue. Note that the issue indicated is a suggestion; teachers are free to take another cross-cutting issue taking into consideration the learning environment.

- **Guidance on the introductory activity**

Each unit starts with an introductory activity in the learner's book. This section of the teacher's guide provides guidance on how to conduct this activity and related answers. Note that learners may not be able to find the right solution, but they are invited to predict possible solutions or answers. Solutions are provided by learners gradually through discovery activities organized at the beginning of lessons or during the lesson.

- **List of lessons**

This section presents in a table suggestion on the list of lessons, lesson objectives and duration for each lesson. Each lesson is then developed.

- **End of each unit**

At the end of each unit, the teacher's guide provides the following sections:

- **Additional information** which provides additional content compared to the student's book for the teacher to have a deeper understanding of the topic;
- **End unit assessment** which provides the answers to questions of end unit assessment in the textbook.
- **Additional activities:** remedial, consolidation and extended activities). The purpose of these activities is to accommodate each learner (slow, average and gifted) based on end unit assessment results.

- ❖ **Structure of a lesson**

After the lesson title, each lesson is made of the following sections:

a) Learning objective

This section proposes the learning objectives of each lesson in line with the content to be developed. Teachers are encouraged to set all learning objectives that guide the lessons. When setting learning objectives, the teacher must take into account the competence-based curriculum framework and the level of students.

b) Teaching resources

This section suggests the teaching aids or other resources needed in line with the activities to achieve the learning objectives. Teachers are encouraged to replace the suggested teaching aids with the available ones in their respective schools and based on learning environment.

c) Prerequisites/Revision/Introduction

This section gives clear guidance to the teacher on how to start the lesson.

d) Learning activities: This section provides a short description of the methodology and any important aspect to consider. It also provides answers to learning activities with cross reference from textbook.

e) Application activities: This section provides questions and answers for application activities.

1.2 Methodological guidance

1.2.1 Developing competences

Since 2015 Rwanda shifted from a knowledge based to a competence-based curriculum for pre-primary, primary, secondary education. This called for changing the way of learning by shifting from teacher centred to a learner centred approach. Teachers are not only responsible for knowledge transfer but also for fostering students' learning achievement and creating safe and supportive learning environment. It implies also that students have to demonstrate how they are able to transfer the acquired knowledge, skills, values and attitudes to new situations.

The competence-based curriculum uses an approach of teaching and learning based on discrete skills rather than dwelling on only knowledge or the cognitive domain of learning. It focuses on what learner can do rather than what learner knows. Students develop competences through subject unit with specific learning objectives broken down into knowledge, skills and attitudes/ values through learning activities.

In addition to the competences related to Psychology, students also develop generic competences which should promote the development of the higher order thinking skills. Generic competences are developed throughout all units as follows:

Generic competences	Ways of developing generic competences
Critical thinking	All activities that require students to interpret, analyse, compare and contrast, evaluate ideas, beliefs and attitudes; etc. have a common factor of developing critical thinking into students.

Creativity and innovation	All activities that require students to design a poster, create a scenario that illustrates or helps to explain psychological concepts; write a poem describing depending to his/her social, health psychology; etc. have a common character of developing creativity and innovation into students.
Research and problem solving	All activities that require students to make research and apply their knowledge to solve real-life problems have a character of developing research and problem solving into students.
Communication	All activities that require students to discuss either in groups or in the whole class, write and present findings, debate... develop communication skills into students.
Co-operation, interpersonal relations and life skills	All activities that require students to work in pairs or in groups have character of developing cooperation and life skills among students.
Lifelong learning	All activities that are connected with research have a common character of developing into students a curiosity of applying the knowledge learnt in a range of situations. The purpose of such kind of activities is for enabling students to become life-long learners who can adapt to the fast-changing world and the uncertain future by taking initiative to update knowledge and skills with minimum external support.

1.2.2 Addressing cross cutting issues

Among the changes brought by the competence-based curriculum there is the integration of cross cutting issues as an integral part of the teaching learning process as they relate to and must be considered within all subjects to be appropriately addressed. The eight cross cutting issues identified in the national curriculum framework are: *Comprehensive Sexuality Education, Environment and Sustainability, Financial Education, Genocide studies, Gender education, Inclusive Education, Peace and Values Education, and Standardization Culture.*

Some cross-cutting issues may seem specific to particular learning units/ subjects, but the teacher need to address all of them whenever an opportunity arises. In addition, students should always be given an opportunity to address these cross-cutting issues during the learning process both within and out of the classroom.

Below are examples of how crosscutting issues can be addressed:

Cross-Cutting Issue	Ways of addressing cross-cutting issues
<p>Comprehensive Sexuality Education: The primary goal of introducing Comprehensive Sexuality Education program in schools is to equip children, adolescents, and young people with knowledge, skills and values in an age appropriate and culturally gender sensitive manner so as to enable them to make responsible choices about their sexual and social relationships, explain and clarify feelings, values and attitudes, and promote and sustain risk reducing behaviour.</p>	<p>Using different scenarios, illustrations related to personality traits, alcohol and drug abuse, unwanted pregnancies, and Sexually Transmitted Diseases (STDs), Psychology teachers should lead students to discuss the risky behaviours during adolescence for them to take informed decisions.</p>
<p>Environment and Sustainability: Integration of Environment, Climate Change and Sustainability in the curriculum focuses on and advocates for the need to balance economic growth, society well-being and ecological systems. Students need basic knowledge from the natural sciences, social sciences, and humanities to understand to interpret principles of sustainability.</p>	<p>Based on the impact of physical environment on individual social and health psychology, teachers will help students to discuss topics related to that interaction for them to adopt behavioural change that protect environment starting by homes.</p>
<p>Gender education: At school, gender will be understood as family complementarities, gender roles and responsibilities, the need for gender equality and equity, gender stereotypes, gender sensitivity, etc.</p>	<p>Psychology teachers should address gender education by helping students understand the key role that the family and school can play to have a society free of gender stereotypes through distribution of tasks/responsibilities at home and school and through practices that address gender inequalities in different context.</p>
<p>Inclusive Education: Inclusion is based on the right of all students to a quality and equitable education that meets their basic learning needs and understands the diversity of backgrounds and abilities as a learning opportunity.</p>	<p>The topics related to social and health psychology will teachers to identify/ recognize students with special educational needs and accommodate them through adapted teaching and learning resources and techniques during the teaching-learning process and assessment tasks.</p>

<p>Peace and Values Education: Peace and Values Education (PVE) is defined as education that promotes social cohesion, positive values, including pluralism and personal responsibility, empathy, critical thinking and action in order to build a more peaceful society.</p>	<p>Through a given lesson, a teacher should:</p> <ul style="list-style-type: none"> ▪ Set a learning objective which is addressing positive attitudes and values, ▪ Encourage students to develop the culture of tolerance during discussion and to be able to instil it in colleagues and cohabitants, ▪ Encourage students to respect ideas from others.
<p>Standardization Culture: Standardization Culture in Rwanda will be promoted through formal education and plays a vital role in terms of health improvement, economic growth, industrialization, trade and general welfare of the people through the effective implementation of Standardization, Quality Assurance, Metrology and Testing.</p>	<p>The knowledge and skills gained from the topic of social and health psychology, will develop in students the value of respecting people's individual differences that help them in decision making.</p>

1.2.3 Guidance on how to help students with special education needs in classroom

In the classroom, students learn in different way depending to their learning pace, needs or any other special problem they might have. However, the teacher has the responsibility to know how to adopt his/her methodologies and approaches in order to meet the learning needs of each student in the classroom. Also, teachers need to understand that student with special needs, need to be taught differently or need some accommodations to enhance the learning environment. This will be done depending to the subject and the nature of the lesson.

In order to create a well-rounded learning atmosphere, teachers need to:

- Remember that students learn in different ways, so they have to offer a variety of activities (e.g. role-play, music and singing, word games and quizzes, and outdoor activities).
- Maintain an organized classroom and limits distraction. This will help students with special needs to stay on track during lesson and follow instruction easily.
- Vary the pace of teaching to meet the needs of each student. Some students process information and learn more slowly than others.
- Break down instructions into smaller, manageable tasks. Students with

special needs often have difficulty understanding long-winded or several instructions at once. It is better to use simple, concrete sentences in order to facilitate them understand what you are asking.

- Use clear consistent language to explain the meaning (and demonstrate or show pictures) if you introduce new words or concepts.
- Make full use of facial expressions, gestures and body language.
- Pair a student who has a disability with a friend. Let them do things together and learn from each other. Make sure the friend is not overprotective and does not do everything for the one with disability. Both students will benefit from this strategy.
- Use multi-sensory strategies. As all students learn in different ways, it is important to make every lesson as multi-sensory as possible. Students with learning disabilities might have difficulty in one area, while they might excel in another. For example, use both visual and auditory cues.
- Below are general strategies related to each main category of disabilities and how to deal with every situation that may arise in the classroom. However, the list is not exhaustive because each student is unique with different needs and that should be handled differently.

Strategy to help students with developmental impairment

- Use simple words and sentences when giving instructions;
- Use real objects that students can feel and handle. Rather than just working abstractly with pen and paper;
- Break a task down into small steps or learning objectives. The student should start with an activity that she/he can do already before moving on to something that is more difficult;
- Gradually give the student less help;
- Let the student with disability work in the same group with those without disability.

Strategy to help students with visual impairment

- Help students to use their other senses (hearing, touch, smell and taste) and carry out activities that will promote their learning and development.
- Use simple, clear and consistent language.
- Use tactile objects to help explain a concept.
- If the student has some sight, ask him/her what he/she can see.
- Make sure the student has a group of friends who are helpful and who allow him/her to be as independent as possible.
- Plan activities so that students work in pairs or groups whenever possible.

Strategy to help students with hearing disabilities or communication difficulties

- Always get the student's attention before you begin to speak.
- Encourage the student to look at your face.
- Use gestures, body language and facial expressions.
- Use pictures and objects as much as possible.
- Keep background noise to a minimum.

Strategies to help students with physical disabilities or mobility difficulties

- Adapt activities so that students who use wheelchairs or other mobility aids, can participate.
- Ask parents/caregivers to assist with adapting furniture e.g. the height of a table may need to be changed to make it easier for a student to reach it or fit their legs or wheelchair under.
- Encourage peer support when needed.
- Get advice from parents or a health professional about assistive devices if the student has one.

Adaptation of assessment strategies

At the end of each unit, the teacher is advised to provide additional activities to help students achieve the key unit competence. These assessment activities are for remedial, consolidation and extension designed to cater for the needs of all categories of students; slow, average and gifted students respectively. Therefore, the teacher is expected to do assessment that fits individual students.

Remedial activities	After evaluation, slow students are provided with lower order thinking activities related to the concepts learnt to facilitate them in their learning. These activities can also be given to assist deepening knowledge acquired through the learning activities for slow students.
Consolidation activities	After introduction of any concept, a range number of activities can be provided to all students to enhance/reinforce learning.
Extended activities	After evaluation, gifted and talented students can be provided with high order thinking activities related to the concepts learnt to make them think deeply and critically. These activities can be assigned to gifted and talented students to keep them working while other students are getting up to required level of knowledge through the learning activity.

1.2.4. Guidance on assessment

Assessment is an integral part of teaching and learning process. The main purpose of assessment is for improvement of learning outcomes. Assessment for learning/ Continuous/ formative assessment intends to improve students' learning and teacher's teaching whereas assessment of learning/summative assessment intends to improve the entire school's performance and education system in general.

Continuous/ formative assessment

It is an on-going process that arises during the teaching and learning process. It includes lesson evaluation and end of subunit assessment. This formative assessment should play a big role in teaching and learning process. The teacher should encourage individual, pair and group evaluation of the work done in the classroom and uses appropriate competence-based assessment approaches and methods.

Formative assessment is used to:

- Determine the extent to which learning objectives are being achieved and competences are being acquired and to identify which students need remedial interventions, reinforcement as well as extended activities. The application activities are developed in the student book, and they are designed to be given as remedial, reinforcement, end lesson assessment, homework or assignment.
- Motivate students to learn and succeed by encouraging students to read, or learn more, revise, etc.
- Check effectiveness of teaching methods in terms of variety, appropriateness, relevance, or need for new approaches and strategies. Psychology teachers need to consider various aspects of the instructional process including appropriate language levels, meaningful examples, suitable methods and teaching aids/ materials, etc.
- Help students to take control of their own learning.

In teaching Psychology, formative or continuous assessment should compare performance against instructional objectives. Formative assessment should measure the student's ability with respect to a criterion or standard. For this reason, it is used to determine what students can do, rather than how much they know.

Summative assessment

The assessment can serve as summative and informative depending to its purpose. The end unit assessment will be considered summative when it is done at end of unit and want to start a new one.

It will be formative assessment, when it is done in order to give information on the progress of students and from there decide what adjustments need to be done. The assessment done at the end of the term, end of year, is considered as summative assessment so that the teacher, school and parents are informed of the achievement of educational objective and think of improvement strategies. There is also end of level/ cycle assessment in form of national examinations.

When carrying out assessment?

Assessment should be clearly visible in lesson, unit, term and yearly plans.

- **Before learning (diagnostic):** At the beginning of a new unit or a section of work; assessment can be organized to find out what students already know / can do, and to check whether the students are at the same level.
- **During learning (formative/continuous):** When students appear to be having difficulty with some of the work, by using on-going assessment (continuous). The assessment aims at giving students support and feedback.
- **After learning (summative):** At the end of a section of work or a learning unit, the Psychology Teacher has to assess after the learning. This is also known as Assessment of Learning to establish and record overall progress of students towards full achievement. Summative assessment in Rwandan schools mainly takes the form of written tests at the end of a learning unit or end of the month, and examinations at the end of a term, school year or cycle.

Instruments used in assessment

- **Observation:** This is where the Psychology teacher gathers information by watching students interacting, conversing, working, playing, etc. A teacher can use observations to collect data on behaviours that are difficult to assess by other methods such as attitudes, values, and generic competences and intellectual skills. It is very important because it is used before the lesson begins and throughout the lesson since the teacher has to continue observing each and every activity.
- **Questioning:**
 - a) **Oral questioning:** a process which requires a student to respond verbally to questions.
 - b) **Class activities/ exercise:** tasks that are given during the learning/ teaching process.
 - c) **Short and informal questions** usually asked during a lesson.
 - d) **Homework and assignments:** tasks assigned to students by their teachers to be completed outside of class.

1.2.5. Teaching methods and techniques that promote active learning

The different student learning styles mentioned above can be catered for, if the teacher uses active learning whereby learners are really engaged in the learning process.

What is Active learning?

Active learning is a pedagogical approach that engages students in doing things and thinking about the things they are doing. In active learning, learners are encouraged to bring their own experience and knowledge into the learning process.

The role of the teacher in active learning

- The teacher engages learners through active learning methods such as inquiry methods, group discussions, research, investigative activities and group and individual work activities.
- He/she encourages individual, peer and group evaluation of the work done in the classroom and uses appropriate competence-based assessment approaches and methods.
- He provides supervised opportunities for learners to develop different competences by giving tasks which enhance critical thinking, problem solving, research, creativity and innovation, communication and cooperation.
- Teacher supports and facilitates the learning process by valuing learners' contributions in the class activities.

The role of learners in active learning

Learners are key in the active learning process. They are not empty vessels to fill but people with ideas, capacity and skills to build on for effective learning.

A learner engaged in active learning:

- Communicates and shares relevant information with other learners through presentations, discussions, group work and other learner-centred activities (role play, case studies, project work, research and investigation).
- Actively participates and takes responsibility for their own learning.
- Develops knowledge and skills in active ways.
- Carries out research/investigation by consulting print/online documents and resourceful people and presents their findings.
- Ensures the effective contribution of each group member in assigned tasks through clear explanation and arguments, critical thinking, responsibility and confidence in public speaking.
- Draws conclusions based on the findings from the learning activities.

Main steps for a lesson in active learning approach

All the principles and characteristics of the active learning process highlighted above are reflected in steps of a lesson as displayed below. Generally, the lesson is divided into three main parts whereby each one is divided into smaller steps to make sure that learners are involved in the learning process. Below are those main part and their small steps:

1) Introduction

Introduction is a part where the teacher makes connection between the current and previous lesson through appropriate technique. The teacher opens short discussions to encourage learners to think about the previous learning experience and connect it with the current instructional objective. The teacher reviews the prior knowledge, skills and attitudes which have a link with the new concepts to create good foundation and logical sequencings.

2) Development of the new lesson

The development of a lesson that introduces a new concept will go through the following small steps: discovery activities, presentation of learners' findings, exploitation, synthesis/summary and exercises/application activities, explained below:

❖ Discovery activity

Step 1

- The teacher discusses convincingly with students to take responsibility of their learning.
- He/she distributes the task/activity and gives instructions related to the tasks (working in groups, pairs, or individual to instigate collaborative learning, to discover knowledge to be learned).

Step 2

- The teacher let the students work collaboratively on the task.
- During this period the teacher refrains to intervene directly on the knowledge.
- He/she then monitors how the students are progressing towards the knowledge to be learned and boost those who are still behind (but without communicating to them the knowledge).

❖ Presentation of learners' productions

- In this episode, the teacher invites representatives of groups to presents the students' productions/findings.
- After three/four or an acceptable number of presentations, the teacher decides to engage the class into exploitation of the students' productions.

❖ **Exploitation of learner's productions**

- The teacher asks the students to **evaluate the productions**: which ones are correct, incomplete or false.
- The teacher **judges the logic of the students' products, corrects** those which are false, **completes** those which are incomplete, and confirms the correct ones.

❖ **Summary/conclusion/ and examples)**

- The **teacher summarises** the **learned knowledge** and gives examples which illustrate the learned content.

3) Assessment

In this step the teacher asks some questions/application activities to assess achievement of instructional objective. During assessment activity, learners work individually on the task/activity. The teacher avoids intervening directly. In fact, results from this assessment inform the teacher on next steps for the whole class and individuals. The teacher ensures that learners make connections between what they have learnt and the real life where applicable. In some cases, the teacher can end with a homework assignment.

PART II: SAMPLE LESSON PLAN

School Name: XXXXXX

Teacher's Name: XXXXXX

Term	Date:	Subject	Class	Unit No	Lesson Number	Duration	Class size
Three	.../.../...	Psychology	S6 HLP	9	5 out of 7	40 min	-----
Types of special Educational needs to be catered for in this lesson and number of learners in each category			One student with low hearing impairment.				
Unit title	Professional Guidance and Counselling						
Key Unit Competence	Use effective listening to apply principles of guidance and counselling						
Title of the lesson	Effective counselling techniques						
Instructional Objective	After watching videos of counselling cases being handled by professionals Senior 6 students will be able to propose effective counselling techniques correctly.						
Plan for this lesson (Location)	In classroom						
Learning materials	Flash cards, Handouts with tools or techniques used when conducting counselling, videos of counselling cases being handled by professionals, printed case studies, samples of assessment tools (observations sheet, interview guides, questionnaires, etc.)						
References	Psychology Student's book, Teacher's guide						
	Brief description of teaching and learning activities					Generic competences and cross-cutting to be addressed + short explanation	
	In class, students watch videos of counselling cases being handled by professionals and using think pair share, propose effective counselling techniques that have used by professionals, the teacher will support where is necessary.						
Timing for each step	Teacher's activities	Students' activities					
1. Introduction 5 minutes	Invite students to brainstorm and find out ethical principles of counselling	Share with the teacher ethical principles of counselling; <i>for example; Being Trustworthy, Autonomy, Beneficence, Non-maleficence, Justice, Self- respect</i>			Communication will be developed through answering questions orally.		

			<p>Critical thinking: will be developed through sharing ideas on some ethical principal of counselling.</p>
<p>2.Development of the lesson</p> <p>30 minutes</p> <p>a) Discovery activity</p>	<p>Invite students watch videos of counselling cases being handled by professionals and individually reflect on them.</p> <p>Make sure the classroom set up is effective so that the student with low hearing impairment is sitting in appropriate place.</p> <p>Invite each student to write down counselling techniques that have been used during counselling session observed in different videos.</p> <p>Ask students to form a pair and suggest effective skills, tools used by counsellors and the requirement of effective counselling.</p>	<p>Watch videos of counselling cases being handled by professionals and individually reflect on them. These are sample of videos to watch: https://tinyurl.com/nmnd6h93, https://tinyurl.com/5crth8da, https://tinyurl.com/2bp27y9t</p> <p>Write down counselling techniques that have been used during counselling session observed in different videos. For example; Observation, Interview, Cumulative record, Questionnaire, Case study</p> <p>Join the colleague to form a pair.</p> <p>Discuss skills used by a counsellor such as listening and communication skills, reflection skills, helping skills, reflecting feelings, challenging skills, and different tools are Observation, Interview, Cumulative record, Questionnaire, Case study.</p>	<p>Communication will be developed through watching the video and listen to the conversation.</p> <p>Inclusive education will be addressed when a student with hearing impairment gets involved in the lesson.</p> <p>Gender education will be addressed through formation of pair to answer to questions.</p> <p>Cooperation and collaboration will be developed in their pair, sharpening ideas related to the activity given.</p> <p>Research and problem solving through discussion and answering questions related to effective counselling techniques.</p>

b) Presentation of learner's production	<p>Invite some pair to share what they have discussed by presenting.</p> <p>Paraphrase their answers where is necessary</p>	<p>Make a presentation of the discussed task.</p> <p>For example: In order to have effective counselling: He should develop good relationship with counselee, develop mutual understanding, respect for counselee, Be patient, Listen to the grievances carefully, Develop cooperative attitude, Be simple and have sympathy with the counselee, Do make attempts to know the background of worries, threats, anxiety etc. Make himself available to help the counselee, Be friendly with counselee and be frank.</p>	<p>Critical thinking will be developed through presentation.</p> <p>Communication will be developed through learning new vocabularies, pronunciation and listening to the explanation from the teacher...</p>
c) Exploitation	<p>Support students by explaining counselling skills, tools and techniques. Supporting students also by explain them advantages and disadvantages of those techniques and tools.</p>	<p>Follow actively the teacher's explanations while adding some importance ideas about counselling skills, tools and techniques ask questions where it is necessary.</p>	
3.Summary/ conclusion/	<p>Help students to summarise the content of counselling skills, tools and techniques, their advantages and disadvantages.</p>	<p>Summarize the content in guidance of the Teacher:</p> <p>For example: counselling skills, tools and techniques, their advantages and disadvantages.</p>	<p>Critical thinking will be developed while students making summary of what they have learn</p>

<p>Assessment</p> <p>+5 minutes</p>	<p>Have a question written on manila paper with good handwriting to enable student with impairment to do the assessment in good condition</p> <p>For example: Propose effective counselling techniques</p>	<p>Use short papers to answer to the question ask by the teacher.</p>	<p>Critical thinking</p> <p>while answer to the question asked.</p>
<p>Teacher's self-evaluation</p>	<p>This lesson has been taught well and students were motivated, active in learning effective counselling techniques,</p> <p>Area of improvement: Teaching and learning resources were interrupted by low internet connectivity next time I will make sure that I have a strong connection so that videos will be played well.</p>		

UNIT 1

RATIONALE OF SOCIAL PSYCHOLOGY IN SOCIAL CONTEXT

1.1. Key unit competence

Interpret the rationale of social psychology in relationship with others.

1.2 Prerequisite (knowledge, skills, attitudes and values)

Students will learn better and understand this unit helped by prior knowledge and skills they have acquired in unit three of senior four which was about branches of psychology. Within this unit of senior four students have studied branches of psychology among them there is social psychology in which they have seen what social psychology is and its importance. This unit will enable them to learn and understand rationale of social psychology in social context.

1.3 Cross-cutting issues to be addressed

Gender education: The teacher should always remember that all students (girls and boys) have equal opportunities and rights to study. When forming group activities, assigning tasks and responsibilities, asking questions, and giving feedback he/she should make sure that both girls and boys are actively participating.

Financial education: Teacher and students should make sure that resources and materials used in teaching and learning activities must not be mismanaged, they should be kept for future use or for improvisation of the teacher. They will put in mind that misusing materials is wasting money because many of them are bought.

Inclusive education: To make teaching and learning process inclusive, the teacher must understand individual differences and consider them when organizing and setting teaching and learning activities and when arranging seating arrangement. Teacher will use teaching approaches, methods and techniques that cater for students' diversities and needs and encourage them to maximize their full potential in classroom. Especially student's special educational needs should be catered for.

Peace and value education: Through teaching and learning, the culture of peace and values should be promoted. When students are collaborating in groups, they learn to share resources and ideas in respectful manner. They also learn to solve their problems in peaceful manner.

Environmental sustainability: Teacher and students will work closely to protect environment especially while collecting teaching and learning resources. They should make sure that they are not destroying environment.

1.4. Guidance on introductory activity

This introductory activity is intending to arouse students' attention and interest and to have idea about social psychology. They will use internet and other books form the library to answer to the question asked. They can even refer to what they have studied in senior four in unit three where they explored about branches of psychology among others social psychology.

This activity can be done using think pair share or small group discussion to encourage teamwork and collaboration in the classroom as students share about research done.

Possible answer

People taking a group photo (Selfie) during different ceremonies, parties, when they meet occasionally,

In front of the camera, people make fun, happy, showing different gestures, and showing other behavior that show how socially they are. No, some show funny faces, others not. Because they have different personalities.

Not all people like taking selfie. And others not like group selfie. That shows how they are not socially attracted. Of course when I ma with others, I like to be influenced. Which make me not to behave in the same manner when for example I am taking a selfie alone.

1.5. List of lessons/sub-heading

	Lesson title/subheading	Learning objectives	Number of periods
1	Key concepts of Social Psychology: Social cognition, Self-concept, Social influence (conformity, compliance, and obedience)	Explain the key concepts of social psychology.	3
2	Key concepts of Social Psychology: Prejudice and stereotypes, Discrimination	Explain the key concepts of social psychology.	2
3	Nature and scope of Social Psychology	Describe the nature and scope of Social Psychology.	2
4	Importance of Social Psychology	Appreciate the importance of Social Psychology in everyday life.	1
5	End Unit assessment		2
	Total number of periods		10

Lesson 1: Key concepts of Social Psychology: Social cognition, Self-concept, Social influence (conformity, compliance, and obedience)

a) Learning objective:

Explain the key concepts of social psychology.

b) Teaching resources:

Flashcards, flip chart or manila paper, markers, books with social psychology related information and internet connectivity if available.

c) Prerequisites/Revision/Introduction

This lesson has interconnection with other lessons studied in senior four (unit three). Students need to apply knowledge and skills from that unit for better understanding this lesson.

The content about social psychology as one of branches of psychology will help them to effectively go with the teacher with much attention and full participation which will help them to achieve their objective within this lesson.

d) Learning activities

Activity 1.1

- Students will be in the room with internet availability if possible.
- Relevant textbooks can be used to help in research (books with information related to social psychology).
- Students can even use their notebooks of senior four (content of unit three, lesson four).
- Invite them to search information about key concepts of social psychology.
- Teacher draws a concept mapping diagrams on the chalkboard with key terminology in the centre.
- Students are given time to go and write their group/pair findings on each key terminology.
- Teacher guides students to a clear conclusion about each given key terminology.
- If time allows let students do more research for better understanding of the given key concepts.

Possible answer on activity 1.1.



Mary responded positively to the request of her mother because her mother has authority to her, this means that if she does not respond positively she might be punished by her mother.

She also responded positively to her friend Yves but after completing the task given by her mother because Yves does not have any authority to her, this means that she would not be punished if she does not obey to Yves's request.

Mary was also influenced by her other friends whom they were together while going to the market and whom they would come back together.

e) Application activity 1.1



Possible answers on application activity 1.1.

- 1) a
- 2) Humanist psychologist Carl Rogers believed that self-concept is made up of three different parts which are ideal self, self-image and self esteem
- 3) Compliance is when an individual gave in to an expressed request from another person or other people, whereas obedience refers to doing as told by someone and as for conformity is giving in to group pressure or going along with the majority
- 4) Self-concept refers to a broad description of ourselves (“I am a good writer”) while self-esteem includes any judgments or opinions we have of ourselves (“I feel proud to be a good writer”). Put another way, self-concept answers the question: Who am I? Self-esteem answers the question: How do I feel about who I am?
- 5) Different cultures have different beliefs. They have different ideas of how dependent or independent one should be, different religious beliefs, and differing views of socioeconomic development.

All of these cultural norms influence self-concept by providing the structure of what is expected within that society and how one sees oneself in relation to others

Lesson 2: Key concepts of Social Psychology: Prejudice and stereotypes, Discrimination

a) Learning objective:

Explain the key concepts of social psychology.

b) Teaching resources:

Flashcards, flip chart or manila paper, markers, books with content in relation to social psychology and internet connectivity if available.

c) Prerequisites/Revision/Introduction

This lesson does not stand alone; it is interrelated with other lessons learnt. Students need to revise and use content learnt in previous lessons to better understand this one. They can focus on key concepts related to social psychology which they have learned in the previously studied lesson. In addition to that they

have also studied social psychology as one of the branches of psychology in unit three of senior four.

d) Learning activities

Activity 1.2

- Students will be in the room with internet availability if possible.
- Relevant textbooks can be used to help in research (books with information related to social psychology).
- Students can even use their books of senior four (content of unit three, lesson four).
- Invite them to search information about key concepts of social psychology.
- Teacher draws a concept mapping diagrams on the chalkboard with key terminology in the center.
- Students are given time to go and write their group/pair findings on each key terminology.
- Teacher guides students to a clear conclusion about each given key terminology.
- If time allows let students do more research for better understanding of the given key concepts.

Possible answer on activity 1.2.



1. The dentist is refusing Janet a service because of behavior related to her disability and this may be discrimination arising from disability.
2. Students will provide other examples of discrimination related to this one.

e) Application activity 1.2



Possible answers on application activity 1.2.

- 1) No prejudice is a negative attitude towards people that are different. And discrimination is a negative action against people that are different so prejudice often leads to discrimination.
- 2) Prejudice is a preconceived thought or opinion of someone. These thoughts are based solely on their specific culture, ethnicity, gender or religious background.
- 3) Example: Observing a Muslim man facing East and praying at noon and being angry is prejudice. The observer is demonstrating religious prejudice.
- 4) One advantage of a stereotype is that it enables us to respond rapidly to situations because we may have had a similar experience before.
- 5) One disadvantage is that it makes us ignore differences between individuals; therefore, we think things about people that might not be true (i.e. make generalizations).

Lesson 3: Nature and scope of Social Psychology

a) Learning objectives:

Describe the nature and scope of Social Psychology.

b) Teaching resources:

Flash cards, manila papers or flipchart, markers, hand-outs on nature and scope of social psychology.

c) Prerequisites/Revision/Introduction

Students have knowledge about terminologies related to social psychology which they have learned in previous lessons of this unit. They will also refer to the content of unit three in senior four on branches of psychology among others social psychology in lesson three of that unit. Therefore, they are able to generate ideas on nature and scope of social psychology.

d) Learning activities

Activity 1.3

- Put students in pairs or small groups.
- Request them to explain about nature and scope of social psychology.

- Guide them by giving hand-outs about nature and scope of social psychology.
- Group representatives will share with the whole class about their findings.

Possible answers on activity 1.3



Social psychologists study how individuals behave differently to various situations.

This branch of social psychology is concerned with the impact of psychological characteristics such as self-esteem, cognitive need, and prosocial orientation in influencing behavior in a particular way.

It is the study of how individual or group behavior is influenced by the presence and behavior of others. The major question social psychologists ponder is this: How and why are people's perceptions and actions influenced by environmental factors, such as social interaction.

To respond to this question social psychology how individual or group behavior is influenced by the presence and behavior of others.

e) Application activity 1.3



Possible answers on application activity 1.3.

1. Social psychology is a science because it evaluates and provides explanations of human behaviour using scientific methods which involves systematic and detailed attempts like methodology, theory building, scientific experiment and observation.
2. Human social behaviour and thought are caused by:
 - Actions and characteristics of other persons
 - Cognitive process (Our thinking)
 - Ecological variables (The physical world around us)
 - Cultural context (The culture in which we stay or are born)
 - Biological factors (physiological factors, neurological factors, genetic factors, and evolutionary factors)

Lesson 4: Importance of Social Psychology

a) Learning objective

Appreciate the importance of Social Psychology in everyday life.

b) Teaching resources

Flash cards, manila papers or flip chart, markers, senior four notebook.

c) Prerequisites/Revision/Introduction

Students have knowledge about terminologies related to social psychology which they have learned in previous lessons of this unit. They will also refer to the content of unit three in senior four on branches of psychology among others social psychology in lesson three of that unit. They have also learned about nature and scope of social psychology. Therefore, they are able to generate ideas on importance of social psychology.

d) Learning activities

Activity 1.4

- Students work in pairs with guidance from teacher.
- Two Pairs may join to make pair square and share ideas.
- Teacher passes around by asking groups (pair square) their findings on importance of social psychology.
- Teacher may provide additional information that guides students to understand the new lesson.

Possible answers on activity 1.4



The importance of social psychology can be seen in the following fields:

1. Social psychology and mental health
2. Social psychology and business
3. Social psychology and industry
4. Social psychology and education
5. Social psychology and military
6. Socialization and personality development
7. Social psychology as a source of knowledge

For explanation on each point refer to student book on point 1.4

e) Application activity 1.4



Possible answers on application activity 1.4.

- 1) Social psychology is a scientific study of human behavior in society.
- 2) a. Children must be raised in such a way that they develop a healthy personality and become productive citizen. If they are not raised with proper care, they can develop serious personality disorders, such as a sense of deprivation, inexpressiveness, shyness, mental retardation, fear, emotional disturbance and so on.

b. the soldiers are trained physically as well as psychologically to cope with difficult situations courageously. The psychological techniques are used to train the soldiers to become fearless strugglers and determined to the aim. the soldiers are trained to have an emotionally balanced personality to deal bravely with difficult situations they are facing like wars.....

c. It helps teachers in improving their teaching skills according to the psyche of different levels or age of students so they can learn effectively. It devises them with certain contextual techniques for the motivation of students and good student-teacher relationship. It also helps students in improving their learning skills, cognition skills and intelligence level.

1.5. Additional information for the teacher

Nature and scope of social psychology

Social psychology encompasses social situational influence on psychological phenomena, personal construction of those situations, and the mutual influence of the person/situation interaction. Therefore, the scope is largely defined by the limits of what is a “(social) situation”.

This situation could be considered the relative influence of real or imagined others. It could also be ecological influences which include cultural products, community layout, institutional climate, built spaces, discourses, etc. Suffice it to say the scope can be expansive.

A couple limiting factors should be noted. The first is that social psychology is first and foremost interested in measurement at the individual level. This is primarily what differentiates it from Sociology, even though both are interested in many of the same social influences and sometimes group level data can be of interest to social psychological studies. It's tough to draw psychological conclusions without measuring individual responses.

Second, social psychology has been historically defined by the methodology it uses as much as the phenomena it considers. Experimental studies are typically the gold standard for social psychologists, so to the degree the phenomena can be subject to experimental design, that is a good indicator of social psychology.

Third, social and personality psychology are mentioned in the same breath much of the time. What differentiates the two is personality psychology's emphasis on stable traits that make people individually different or distinct from one another. Social psychology emphasizes the dynamism of human experience, and how situations/subjective construal's of the situations tend to shape outcomes far more than stable personality traits.

Social psychology is in essence the examination of social phenomena and their impact on individual and group behaviour, attitudes, cultures, structures. Social psychology has, by definition, a very wide remit and right now I cannot think of anything it wouldn't include.

Social psychology, as the writer conceives it, studies the psychic planes and currents that come into existence among men in consequence of their association. It seeks to understand and account for those uniformities in feeling, belief, or volition- and hence in action-which are due to the interaction of human beings, i. e., to social causes. No two persons have just the same endowment.

Looking at their heredity we should expect people to be far more dissimilar and individual than we actually find them to be. The aligning power of association triumphs over diversity of temperament and experience. There ought to be as many religious creeds as there are human beings; but we find people ranged under a few great religions. It is the same in respect to dress, diet, pastimes, or moral ideas. The individuality each as received from the hand of nature is largely effaced, and we find people gathered into great plains of uniformity.

Social psychology differs from sociology proper in that the former considers planes and currents, the latter groups and structures. Their interests bring men into co-operation or conflict.

- Social psychology pays no attention to the non-psychic parallelisms among human being
- Social psychology ignores uniformities arising directly or indirectly out of race endowment-negro volubility, gipsy nomadic etc.,
- Social psychology deals only with uniformities due to social causes, i.e., to mental contacts or interaction.

Social psychology seeks to enlarge our knowledge of society by explaining how so many planes in feeling, belief, or purpose have established themselves among men and supplied a basis for their groupings, their co- operations, and their conflict. Social psychology falls into two very unequal divisions, which are, social ascendancy and individual ascendancy, the determination of the one

by the many and the determination of the many by the one; the moulding of the ordinary person by his social environment and the moulding of the social environment by the extraordinary person.

1.6. End unit assessment

End unit assessment

- 1) C
- 2) Self-concept is developed through:
 - Our interaction with others (family members, close friends and other people in our lives).
 - The media (mass media and social media).
 - The stories we hear.
- 3) Our attitudes often influence our actions as we behave in ways consistent with our beliefs. However, our actions also influence our attitudes because we come to believe in what we have done.
- 4) Being physically attractive tends to elicit a positive first impression because people tend to assume that attractive people are healthier, happier, and more socially skilled than others.
- 5) Social influence takes two basic forms which are implicit expectations and explicit expectations.
 - **Implicit expectations** are unspoken rules like the unwritten laws and expectations which are enforced by group norms (conformity and social roles).
 - Explicit expectations** are clearly and formally stated rules (compliance and obedience).
- 6) To answer this question refer to student book on point 1.4.

1.7. Additional activities

Remedial activities

1. Compliance is a.....not a.....(request/demand)

Answer: *Compliance is a **request** not a **demand***

2. Implicit expectations encompassesand

Answer: *Implicit expectations encompasses **conformity** and **social roles***

3. Explicit expectation encompassesand.....

Answer: *Explicit expectation encompasses **compliance** and **obedience***

4. Distinguish from self-image and self-esteem?

Answer:

Self-image refers to how you see yourself at this moment in time.

Example: physical characteristics, personality traits, and social roles

Self-esteem refers to how much you like, accept, and value yourself.

Consolidation activities

- a. When are people more likely to conform?

Answer: *People are more likely to conform when:*

- They feel incompetent or insecure
- They are in a group with at least three people
- They are in a group in which everyone else agrees (if just one other person disagrees, we will almost surely disagree)
- They admire the group's status and attractiveness
- They have not already committed themselves to any response
- They know that others in the group will observe their behavior
- They are from a culture that strongly encourages respect for social standards.

- b. How is social psychology important in business?

Answer: *Business uses psychological techniques for boosting the production and sale of goods. **Example:** Television advertisements for products are made on the basis of social psychological techniques of marketing.*

- c. Summarize the nature and scope of social psychology?

Refer to student book on point 1.3

d. Summarize the nature and scope of social psychology?

Refer to student book on point 1.3

Extended activities

*Guide students to debate on this motion: **Behavior is a product of environmental factors.***

The teacher will evaluate the ideas of proposers and opposers referring to the content provided in unit 1.

UNIT 2

KEY THEORIES OF SOCIAL PSYCHOLOGY

2.1 Key unit competence

Judge different views of social psychologists about human behaviour formation and change.

2.2 Prerequisite (knowledge, skills, attitudes and values)

Students will learn better and understand this unit because they have learned and understood some units which have relationship with this one, those units are the following:

- Unit 3 of senior 4: branches of psychology where they learnt social psychology as one of the branches of psychology.
- Unit 1 of senior 6: Rationale of social psychology in social context where they have learned key concepts of social psychology, nature and scope of social psychology and importance of social psychology.

The above units will enable them to learn and understand theories of social psychology.

2.3. Cross-cutting issues to be addressed

Gender education: The teacher should know that all students (girls and boys) have equal opportunities and rights to study. Students also should know that they all have equal rights and opportunity regardless of their sex. When forming groups for different activities, assigning tasks and responsibilities, asking questions, and giving feedback teacher should make sure that both girls and boys are actively participating equally.

Financial education: To address this crosscutting issue teacher and students should know that teaching and learning resources used in teaching and learning activities must not be mismanaged, they should be kept for future use or for improvisation of the teacher. They will put in mind that misusing materials is wasting money and time because many of them are bought and others requires time to find them.

Inclusive education: To address this crosscutting issue the teacher must understand individual differences and consider them when organizing and setting teaching and learning activities and when arranging seating. Teacher will use teaching approaches, methods and techniques that cater for students' diversities and needs and encourage them to maximize their full potential in classroom. Especially student's special educational needs should be catered for by encouraging their peers to work collaboratively with them.

Peace and value education: Through teaching and learning, the culture of peace and values should be promoted. When students are collaborating in groups, they learn to share resources and ideas in respectful manner. They also learn to solve their problems in peaceful manner.

Environmental sustainability: Teacher and students should know that when finding teaching and learning resources they should make sure that they are not destroying environment everything done should be done to keep the environment safe.

2.4. Guidance on introductory activity

This introductory activity is intending to arouse students' attention and interest in order to have an idea about theories of social psychology. They will use internet if available, books in relation to social psychology, content of senior four on unit three and content of senior six on unit one, to find some theories of social psychology.

This activity can be done using think pair share to encourage teamwork and collaboration in the classroom.

Possible answer to introductory activity

Some theories of social psychology are:

1. Weiner's attribution theory
2. Self-determination theory
3. Allport's social facilitation theory
4. Festinger's cognitive dissonance theory
5. Milgram's shock experiment
6. Albert BANDURA's social learning theory
7. Tajfel's social identity theory

2.5. List of lessons/sub-heading

	Lesson title/ subheading	Learning objectives	Number of periods
1	Attribution theory (Weiner)	Explain the attribution theory of social psychology.	4
2	Self-determination theory	Compare and contrast attribution and self-determination theories of social psychology.	4
3	Social facilitation theory (AllPort)	Describe social facilitation theory in social psychology	4
4	Cognitive dissonance theory (Festinger)	Explain the cognitive dissonance theory of Leon Festinger	4
5	Shock experiment (Milgram)	Describe the shock experiment theory by Milgram	4
6	Social learning theory (Albert Bandura)	Evaluate the implication of social learning theory in social psychology	4
7	Social Identity theory (Tajfel)	Appreciate the importance of learning social identity theory in social psychology	4
8	End unit assessment		2
	Total number of periods		30

Lesson 1: Attribution theory (Weiner)

a) Learning objective:

Explain the attribution theory of social psychology.

b) Teaching resources:

Flashcards, flip chart or manila paper, markers, books and internet connectivity if available.

c) Prerequisites/Revision/Introduction

Students have studied what social psychology is and its importance in unit three of senior four, they have also studied key concepts of social psychology, nature and scope of social psychology and importance of social psychology in unit 1 of senior six. This content will be a good starting point for students to generate ideas on this lesson of attribution theory.

d) Learning activities

Activity 2.1

- Make pairs or small groups.
- Task each group/pair to read the scenario under activity 2.1.
- Ask each group to answer questions that follow the scenario.
- Let students justify their answers.

Possible answers on activity 2.1



1. Attribution theory
2. Luis was doubting on his artistic ability which would have impact on the completion of this activity.
3. His artistic ability



Possible answers on application activity 2.1.

- 1) – Ability
– Effort
– Task difficult
– luck
- 2) – locus of control
– Stability
– controllability
- 3) – The person must perceive or observe the behaviour
– The person must believe that the behavior was intentionally performed
– The person must determine if they believe the other person was forced to perform the behaviour

Lesson 2: Self-determination theory

a) Learning objective:

Compare and contrast attribution and self-determination theories of social psychology.

b) Teaching resources

Flash cards, manila papers or flip chart, markers, books in relation to social psychology, notebooks of senior four and internet connectivity if available.

c) Prerequisites/Revision/Introduction

Students have knowledge about:

- What social psychology is and its importance as they have seen this in unit three of senior four. -Key concepts, nature and scope of social psychology in unit one of senior six.
- Weiner's attribution theory that they have seen previously in this unit.

With this mentioned prerequisite, students can learn easily about self-determination theory of social psychology.

d) Learning activities

Activity 2.2

- Take the students in the room with internet availability if possible.
- Distribute books in relation to theories of social psychology if available.
- Invite them to search about self-determination theory of social psychology and answer to questions asked.
- They can work in pairs or in small groups in order to collaborate and share ideas.
- Each pair/group is given a marker and flip chart to write findings.
- Allow them to present their findings and hang them on a wall.
- Complement and questions are welcomed for better understanding.

Possible answers on activity 2.2



1. The child is actively engaged because he/she is enjoying playing the game.
2. The child is self-motivated in playing. He/she is interested and enjoying willingly without waiting for reward or punishment (he/she is intrinsically motivated).
3. The social learning theory reflected in the scenario is self-determination theory.

e) Application activity 2.2



Possible answers on application activity 2.2.

- 1) Tangible rewards tend to decrease intrinsic motivation whereas verbal rewards tend to enhance it.
- 2) Positive feedback can boost self-determination. Deci also suggests that offering unexpected positive encouragement and feedback on a person's task performance can increase intrinsic motivation. This type of feedback helps people feel more competent, which is a key need for personal growth.
- 3) Autonomy, competence, and relatedness (for explanation refer to student book on point 2.2).

Lesson 3: Social facilitation theory (AllPort)

a) Learning objective:

Describe social facilitation theory in social psychology.

b) Teaching resources:

Flash cards, manila papers or flip chart, markers, student book, notebook of senior four, hand out on social facilitation theory.

c) Prerequisites/Revision/Introduction

Students have knowledge about:

- What social psychology is and its importance as they have seen this in unit three of senior four. -Key concepts, nature and scope of social psychology in unit one of senior six.
- Attribution and self-determination theories of social psychology that they have seen previously in this unit.

With this mentioned prerequisite, students are able to learn easily about social facilitation theory of social psychology.

d) Learning activities

Activity 2.3.

- Students work in pairs with guidance from teacher.
- They are invited to read the scenario on activity 2.3 and answer to questions asked.

- Two Pairs may join to make pair square and share ideas.
- Teacher passes around by asking groups (pair square) their findings on questions asked about social facilitation theory of social psychology.
- Teacher may provide additional information that guides students to understand the new lesson.

Possible answers on activity 2.3.



- 1) The one who is more likely to perform better is that one who is in competition
- 2) The one who is in competition will perform better because people show increased levels of effort and performance when in the presence of others compared to when a person is alone
- 3) The social psychologist theory which is reflected in that scenario is social facilitation theory

e) Application activity 2.3.

- Make groups of 3-5 students in each group.
- Provide flash card to each group.
- Ask each group to answer questions of application activity 2.3.
- Groups may exchange the work to correct each other.
- Give time to group representatives to present their findings.
- Give students constructive feedback about the work done.
- Complement and give time to ask questions for clarification.



Possible answers on application activity 2.3.

- 1) Social loafing
- 2) Individual behavior can change when a person is in the presence of others or is being watched because being observed can enforce good behaviors (e.g., complying with the law) or improve an individual's performance where people show increased levels of effort and performance when in the presence of others.
- 3) In social facilitation, the presence of others enhances performance, in social loafing, the presence of others diminishes performance.
- 4) This is improved performance in the presence of others, and it is most likely to occur with a well-learned task, because the added arousal caused by an audience tends to strengthen the most likely response.

Lesson 4: Cognitive dissonance theory (Festinger)

a) Learning objective:

Explain the cognitive dissonance theory of Leon Festinger.

b) Teaching resources:

Markers, flip chart or manila paper, flash cards, internet if available, handout describing cognitive dissonance theory.

c) Prerequisites/Revision/Introduction

This lesson is interrelated with other lessons learnt previously. Students need to revise and use content learnt in previous lessons to better understand this lesson. They can focus on:

- Branches of psychology, social psychology among others (unit 3 of senior 4),
- Rationale of social psychology in social context where they have studied key concepts, nature and scope of social psychology (unit 1 of senior 6),
- Some theories of social psychology seen previously in this unit (attribution theory, self-determination theory and social facilitation theory),

Since students have understood this content, they will also learn effectively and understand the content of this lesson.

d) Learning activities

Activity 2.4

- Students work in pairs with guidance from teacher.
- They observe the picture in student book on activity 2.4 and answer to questions asked.
- They can refer to handout given to answer those questions.
- Two pairs may join to make pair square and share ideas.
- Teacher passes around by asking groups (pair square) they findings.
- Teacher may provide additional information that guides students to understand the new lesson.

Possible answers on activity 2.4.



- These picture show how individuals feel inconsistently in making decisions.
- when people smoke even though they know smoking causes cancer; When that happens, it's uncomfortable, even unbearable, and their brain quickly responds by rejecting or distorting the information that challenges their preexisting beliefs.

e) Application activity 2.4



Possible answers on application activity 2.4.

- a) There are a few ways that a person might resolve this dissonance:
- They might decide that they value smoking more than they value health, deeming the behavior “worth it” in terms of risks versus rewards.
 - They may minimize potential drawbacks, such as by convincing themselves that the negative health effects have been overstated or by believing that they cannot avoid every possible risk out there.
 - They might try to convince themselves that if they do stop smoking, they will gain weight, which also presents health risks.
- b) See the content. In the student's book about examples, these are more examples apart from those are in the content:
- i. **Eating meat:** *Some people who view themselves as animal lovers eat meat and may feel discomfort when they think about where their meat comes from.*
 - ii. **Doing household tasks:** *A male might believe in equality of the sexes but then consciously or unconsciously expect their female partner to do most of the household labor or childrearing.*
 - iii. **Supporting fast fashion:** *A person might be aware of the effects of fast fashion on the environment and workers but still purchase cheap clothes from the second hand sometimes that are harmful.*

Lesson 5: Shock experiment (Milgram)

a) Learning objective:

Describe the shock experiment theory by Milgram.

b) Teaching resources:

Markers, flip chart or manila paper, flash cards, internet if available, handout describing shock experiment.

c) Prerequisites/Revision/Introduction

Students learnt social psychology as one of the branches of psychology in unit 3 of senior 4, they learnt key concepts, nature and scope of social psychology in unit 1 of senior 6. In addition, all the previous lessons of this unit are about social psychological theories (attribution, self-determination, social facilitation

and cognitive dissonance). Students have to use knowledge and skills they got from those lessons efficiently with teacher's facilitation to better understand this lesson.

d) Learning activities

Activity 2.5

- Invite students to work in pairs/small groups to encourage collaboration and sharing.
- Encourage each group/pair member to freely share experience about how authority influence obedience.
- Facilitate them whenever they get stuck.
- Have group/pair representatives present their findings.
- Complement their presentations to help them understand the lesson.

Possible answers on activity 2.5.



Authority influence obedience because obedience occurs when you are told to do something by an authority figure.

Obedience involves a hierarchy of power / status.

Therefore, the person giving the order has a higher status than the person receiving the order.

e) Application activity 2.5



Possible answers on application activity 2.5.

1. Is the study(experiment), an authority figure ordered participants to deliver what they believed were dangerous electrical shocks to another person (teacher would then deliver a shock to the “student” in a neighboring room whenever an incorrect answer was given). The results suggested that people are highly influenced by authority, and highly obedient.
2. Milgram found that all of the real participants went to at least 300 volts and 65% continued until the full 450 volts. He concluded that under the right circumstances ordinary people will obey unjust orders.
3.
 - The physical presence of an authority figure dramatically increased compliance.
 - The fact that Yale (a trusted and authoritative academic institution) sponsored the study led many participants to believe that the experiment must be safe.
 - The selection of teacher and learner status seemed random.
 - Participants assumed that the experimenter was a competent expert.
 - The shocks were said to be painful, not dangerous.

Lesson 6: Social learning theory (Albert Bandura)

a) Learning objective:

Evaluate the implication of social learning theory in social psychology.

b) Teaching resources:

Markers, flip chart or manila paper, flash cards, internet if available, handout describing social learning theory.

c) Prerequisites/Revision/Introduction

The previous lessons of this unit “theories of social psychology (attribution theory, self-determination theory, social facilitation theory, cognitive dissonance theory, shock experiment “are good prerequisite of this lesson. Together with other lesson studied in unit 3 of senior 4 which is social psychology as one of the branches of psychology and key concepts, nature and scope of social

psychology seen in unit 1 of senior 6 will help the students to go through this lesson without any kind of difficult. Guide students to use this prerequisite effectively and arouse their interests and attention for maximum understanding of this lesson.

e) Learning activity 2.6

- Invite students to open their student book on activity 2.6.
- Invite students to think about the answers to asked questions.
- They first work individually and then share with his/her colleague in pair.
- Pairs may also share their views.
- Support them where they find difficulties.
- Link their answer with the new lesson to better understand.

Possible answers on activity 2.6.



1. Learning occurs in different ways including seeing, hearing, doing by experience, observing and imitating models and other people not only listening to others 'talk. This Rwandan proverb reflect it light to what we observe and imitating them, if some is talking without doing, observation and imitations can occur difficultly.
2. If a young child observes his/her friend being rewarded for his good performance the child will try his/her best to have such good performance and be rewarded like his/her friend.

e) Application activity 2.6



Possible answers on application activity 2.6.

1. A
2. A
3. A: Retention
B: Attention
C: Reproduction
D: Motivation
4. Components of social leaning theory are observation, assessment, imitation and identification (for explanation refer to the content in student book on point 2.6)
5. Necessary conditions for effective modeling are attention, retention, reproduction and motivation (for explanation consult student book on point 2.6)

Lesson 7: Social Identity theory (Tajfel)

a) Learning objective:

Appreciate the importance of learning social identity theory in social psychology.

b) Teaching resources:

Markers, flip chart or manila paper, flash cards, internet if available, handout describing social identity theory.

c) Prerequisites/Revision/Introduction

This lesson reflects on the previous lessons of this unit (attribution, self-determination, social facilitation, cognitive dissonance, shock experiment, and social learning theories of social psychology) and also the previous unit, which is rationale of social psychology, not to forget branches of psychology where they studied social psychology as one of them in senior four, unit 3. Help students revise those related lessons and link them with this current new lesson so that they can have an image of what they are going to learn. Build a bridge and enhance students understanding of this lesson.

d) Learning activity 2.7

- This activity needs to be done in groups.
- Help students to form groups effectively.
- Guide them and make them focus on the activity.
- Help them to access other sources of information like smart room and use internet (if available) or library for books in relation to theories of social psychology for further information.
- Have groups present while other groups members comment and ask questions.
- Facilitate them and help them to take a sound conclusion.

Possible answers on activity 2.7.



The teacher will orient student's discussions on main ideas of social identity theory.

e) Application activity 2.7



Possible answers on application activity 2.7.

1. Social identity theory is built on three key cognitive components: social categorization, social identification, and social comparison. Generally, individuals wish to maintain a positive social identity by maintaining their group's favorable social standing over that of relevant out-groups (for explanation about components refer to student book on point 2.7)
2. An individual's social identity indicates who they are in terms of the groups to which they belong. Social identity groups are usually defined by some physical, social, and mental characteristics of individuals. Example: Categorizations assigned to us or something we are born into including race, ethnicity, gender, sex, socioeconomic status, sexual orientation, age, religion/religious beliefs, national origin, and emotional, developmental disabilities and abilities.
3.
 - Individuals naturally try to increase their self-esteem and want to develop positive self-images.
 - Belonging to particular groups can be viewed as a positive or a negative thing; this means belonging to a group can influence our social identity in either a positive or negative way.
 - We evaluate if it's positive or negative by comparing in-groups and out-groups

2.6 Additional information for the teacher

▪ Self-efficacy theory

Self-efficacy is a person's estimation of confidence in their capability to attain a certain level of performance, for instance lifting a higher load or continuing for an extra repetition. Importantly, self-efficacy is situation-specific; it is sometimes defined as situation-specific and self-confidence (Feltz & Chase, 1998).

To this extent, an individual's level of self-efficacy may vary from one form of strength exercise or training to another. Many athletes, for example, may feel confident in weight training exercises, but less so at endurance running or swimming. Therefore, self-efficacy in one context can be independent of other seemingly related contexts.

(Bandura, 1977, 1997) provides a framework for understanding the effects of personal experience and situational influences on individuals' beliefs about their

ability and competency to perform a behaviour to attain desirable outcomes, which can be effectively applied to strength and conditioning contexts to better understand athletes' performance.

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Sources of influence on self-efficacy can be divided into experience and current influences. Experience may be further divided into previous accomplishment and vicarious experience. Previous accomplishment or past mastery of a behaviour affects an individual's current perception of their ability to produce a similar performance in the future. It is, essentially, a source of information for their confidence. For example, lifting a certain load in weight training or completing a number of repetitions in the weights room will influence future attempts, positively or negatively. Research has shown that vicarious experience also affects individuals' current perceptions of ability (Anderson, 2000; Hagen, Gutkin, Wilson, & Oats, 1998).

Current influences can be sub-divided into verbal persuasion and physiological states.

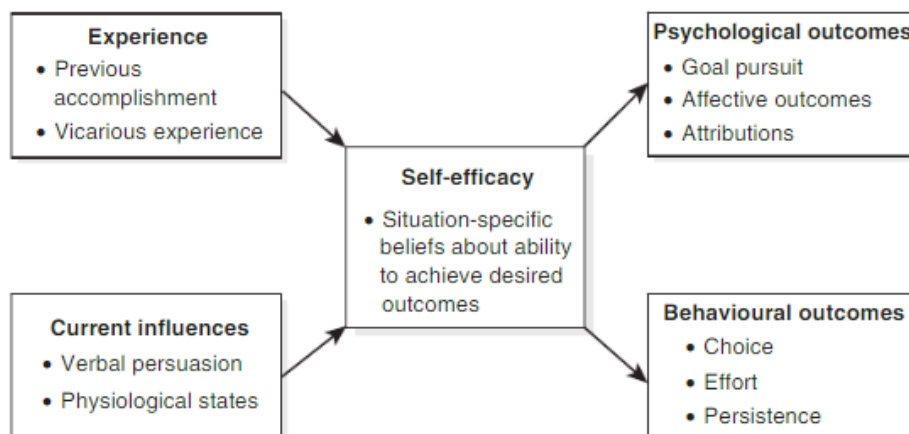
Verbal persuasion (e.g. coaches or social agents offering pep talks or encouragement during training) may have a significant effect on athletes' performance (Anderson, 2000; Hagen et al., 1998).

Individuals participating in strength and conditioning training will listen to and integrate comments made by coaches or trainers and will alter their technique and performance accordingly. Care should therefore be taken regarding the content of verbal persuasion. For example, autonomy- and competency-supportive statements, such as 'I understand that this may sources of influence on self-efficacy can be divided into **experience** and **current influences**. Experience may be further divided into **previous accomplishment** and **vicarious experience**. Previous accomplishment or past mastery of a behavior affects an individual's current perception of their ability to produce a similar performance in the future.

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Self-efficacy is the belief that a behavior is or is not within an individual's control and is usually assessed as the degree of confidence the individual has that he or she could still perform the behavior in the face of various obstacles.

▪ **The theory of planned behavior**

The TPB (Ajzen, 1991), and its predecessor the theory of reasoned action (TRA; Ajzen, 1985), are prominent and well-researched theories in psychology for predicting human behaviors, particularly in the areas of health, exercise and sport (Armitage, 2005; Armitage & Conner, 2001; Hagger, Chatzisarantis, & Biddle, 2002). In a similar vein to SCT (Bandura, 1977), the TPB and TRA posit that behaviors are shaped by individuals' subjective experience (i.e. attitude) and normative influences (i.e. subjective norm). However, according to Ajzen (1985, 1991), the execution of behavior is preceded by the formation of behavioural intentions.

Intention is an indicator of the willingness, effort and motivation people plan to exert towards a given target behavior in the foreseeable future. It is regarded as the most proximal predictor of behavior. In strength and conditioning settings,

intentions may therefore serve as one of the most important indicators of one's orientation and level of motivation regarding future exercise training participation.

Ajzen (1985) initially proposed that intentions were a function of two psychological variables within the TRA: **attitude** and **subjective norm**.

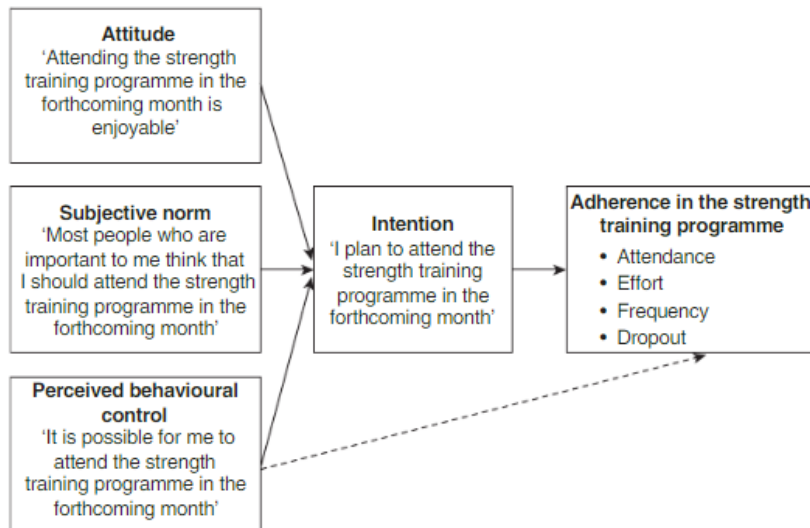
Attitude is a representation of one's beliefs regarding the propensity for a behavior to lead to specific outcomes and an evaluation of whether those outcomes are desirable. Overall, attitude summarizes how favourable or unfavourable the beliefs or attributes associated with the behavior with respect to their corresponding importance (i.e. strength of the belief salience) are to an individual based on their judgement on several attribute dimensions (Ajzen, 1991, 2001). For instance, individuals who think that fitness training may lead to favourable consequences such as improvements in health, body shape and sport performance, in comparison to those who feel that it may result in unfavourable consequences such as wasting money and time, and fatigue, hold a much more positive attitude towards strength and conditioning exercises.

Subjective norm refers to the social pressure or influence that individuals perceive from their significant others with respect to engaging in the behavior. In particular, individuals evaluate the strength of subjective norm on the basis of both the normative beliefs (i.e. the appropriateness or acceptability of the behavior under their perceived social environment) as well as their motivation to comply with the beliefs (Ajzen, 1991; Ajzen & Madden, 1986). For example, bodybuilding might give some people an impression of masculinity, so the subjective norm of female bodybuilders may reflect this perception.

However, having realized that the linkage between intention and behavior is contingent on individuals' perceived control and volition over the behavior, Ajzen (1991) revised the TRA by adding a further antecedent variable in the theory, perceived behavioural control (PBC), and renamed the modified theory the TPB. Ajzen (1991) proposed that PBC was conceptually similar to self-efficacy from SCT (see above), as it was also influenced by experience, skill level and perceived ability regarding individuals' past behaviors. In contrast, some researchers have argued that PBC represents perceived control over external barriers, while self-efficacy focuses more on the perception of personal ability, performance or capacity (Armitage & Conner, 1999; Terry & O'Leary, 1995).

These arguments reflect the definition of PBC provided by Ajzen (1991), that the product of both perceived control (i.e. resources, opportunity and difficulty of the behavior) and perceived power (i.e. ability) determine the magnitude of PBC regarding the action. In other words, one's PBC regarding a conditioning exercise is not only influenced by factors associated with perceived power (e.g. past experience and level of mastery), but may also be based on factors associated with perception of control (e.g. external barriers and support). PBC

is an important predictor of behavior as not only does it exert influence on the behavior directly, but also indirectly through its impact on intention



- TPB is a social cognitive theory aims to explain the decision-making processes of human behaviors.
- The TPB consists of four key psychological variables, namely attitude, subjective norm, PBC and intention.
- According to the TPB, attitude, subjective norm and PBC exhibit positive relationships with intention. Intention and PBC are expected to exert positive direct effects on strength and conditioning behaviors.
- Evidence supports the predictive validity of TPB in strength and conditioning settings; thus estimating adherence to a strength and conditioning programme could possibly be achieved by assessing the TPB variables of the individual in relation to the training.
- A number of techniques that were developed from the TPB and other theories appear to be useful in modifying attitude, intention, PBC and behavior with regard to physical exercise. Further research is required to test these techniques in strength and conditioning settings.
- Research adopting the TPB still presents some challenges that require further research, including the imperfect prediction of behavior from intention, lack of evidence about the antecedents of TPB variables and the shortage of behaviour change interventions in strength and conditioning contexts.

- **Social Cognitive Theory**

Social cognitive theory views cooperation as collective agency (Bandura, 2000), the shared belief in the collective power to produce desired results. In collective agency, individuals have to work together to secure what they cannot accomplish on their own. Perceived collective efficacy influences the goals the group strives to achieve, how well they use their resources, how much effort they put into their group endeavour, their staying power when collective efforts fail to produce quick results or meet forcible opposition, and their vulnerability to the discouragement that can beset people taking on tough problems.

From the social cognitive perspective, cooperation involves modelling, coaching, and scaffolding (i.e., conceptual frameworks that provide understanding of what is being learned) (Lave and Wenger, 1991). Ideally, the learner will cognitively rehearse and restructure information for it to be retained in memory and incorporated into existing cognitive structures (Wittrock, 1990). An effective way of doing so is explaining the material being learned to a collaborator. Finally, social cognitive theory places cooperation at the center of a community of practice, a group of people who share a craft or a profession.

In social cognitive theory (SCT; Bandura, 1982), behavior is held to be determined by four factors: goals, outcome expectancies, self-efficacy, and socio-structural variables. Goals are plans to act and can be conceived of as intentions to perform the behavior (see Luszczynska and Schwarzer, 2005). Outcome expectancies are similar to behavioural beliefs in the TPB but here are split into physical, social, and self-evaluative depending on the nature of the outcomes considered.

2.7 End unit assessment

End unit assessment

1. The types of attributions individuals choose to make to the causes of the events significantly impact their future behaviors in predictable ways.
For instance, a student who blames his lack of effort to failure in examination may be motivated to study harder for the next exam in order avoid the same outcome. However, a student who deems herself incapable of studying lacks motivation and is more likely to fail in the next examination too, solely because of her lack of effort.
2. Principles of social learning theory are direct reinforcement, vicarious learning, and modelling (for explanation refer to the student book on point 2.6).
3. Consider the main points of Milgram's chock experiment in student book on point 2.5.
4. For application of social facilitation theory refer to the student book on point 2.3.
5. The difference between autonomous motivation and controlled motivation is on point 2.2 in the student book.

2.8. Additional activities

Remedial activities

a) Match the following social psychologists to their social psychological theories?

- | | |
|------------------------------|--------------|
| ▪ Attribution theory | a. Allport |
| ▪ Social facilitation theory | b. Festinger |
| ▪ Cognitive dissonance | c. Milgram |
| ▪ Shock experiment | d. Bandura |
| ▪ Social learning theory | e. Tajfel |
| ▪ Social identity theory | f. Weiner |

1—f

2—a

3—b

4—c

5—d

6—e

2. Molly made a 65 on her first math test. She was annoyed by this grade and blamed the teacher because he was a lousy math teacher. After the next math test Molly was pleased with her grade of 98. She attributed her good grade to her intelligence and proficiency in math. Molly made -----attributions for her first exam and ----- attributions for the second.

- a. controllable; uncontrollable
- b. stable; unstable
- c. internal; external
- d. external; internal

The answer is d

3. Alex was passed over for a promotion at work. He feels his manager doesn't like him. Alex perceives the situational attributes as -----.

- 1. internal and controllable
- 2. external and controllable
- 3. internal and uncontrollable
- 4. external and uncontrollable

The answer is d.

4. What are the effects of motivators such as surveillance, deadlines, evaluations, and pressure on intrinsic motivation to win a competition?

Answer: *The studies suggest that each of these motivators tends to undermine intrinsic motivation because they diminish people's experience of autonomy.*

Consolidation activities

1. Explore the three causal dimensions of attribution classification?

Motivation, internal or external locus, stability across time, and controllability are the three fundamental dimensions people use to understand their success and failure (For more explanation about the dimensions refer to student book on point 2.1).

2. Attribution is a three-stage process. Explain them?

- (1) behavior is observed
 - (2) behavior is determined to be deliberate
 - (3) behavior is attributed to internal or external causes.?
- For explanation refer to the student book on point 2.1.*

2. Self-determination theory has identified three psychological experiences that are universally required for optimal growth, integrity, and well-being. Summarize them?

Those three psychological experiences are the following:

1. The needs for competence
2. Relatedness
3. Self-determination. (for explanation of them refer to student book on point 2.2)

4. How does attribution theory affect decision making?

The attribution theory is concerned with how individuals perceive the information they receive, interpret events, and how these form causal judgements. No individual would take an action or decision without attributing it to a cause or factor.

5. How does attribution affect human behavior?

Attribution theory assumes that people try to determine why people do what they do, i.e., attribute causes to behavior. A person seeking to understand why another person did something may attribute one or more causes to that behavior.

Extended activities

Guide students to make scenarios describing each of the theories of social psychology.

To guide students in this activity help them to focus on differences that distinguish different theories of social psychology.

UNIT 3

GROUP STRUCTURE AND MODELS OF SOCIAL GROUP FORMATION

3.1. Key unit competence

Criticize group structure and models of social group formation.

3.2. Prerequisite

Students will learn and understand better this unit since they have understood social psychology learned in senior six, unit one. In this unit, students will need to refer and make comparison to their everyday school experiences related to the formation of group activities in the classroom.

3.3. Cross-cutting issues to be addressed

Gender education: The teacher should bear in mind that all students (girls and boys) have equal opportunities and rights to learn. Therefore, when forming group activities, assigning tasks and responsibilities, asking questions, and giving feedback teacher should include both girls and boys.

Peace and Values Education

This cross-cutting issue will be addressed throughout this unit by making students aware of the root causes of conflicts, violence and disturbances among students. Students must be able to resolve conflict that arises among themselves. Therefore, the history of learning psychology will promote peace not to harm.

Environment and sustainability

This may be broadly understood to mean our surroundings. The teacher will mention it by emphasizing the ways of protecting the environment not destroying it especially when collecting and using materials.

Inclusive education

When teaching this unit, the teacher will address specific needs and differences among students. All students including those with special educational needs will be catered for. Teacher will avoid any kind of discrimination.

3.4. Guidance on introductory activity

- Form groups of five students.
- Bring students in smart classroom and/or in library.
- Invite them to research and discuss the structure of groups and models of social group formation.
- Invite some groups to share their findings in plenary.
- Let some learners ask questions for more clarifications.
- Provide supplements and constructive feedback.

Possible answer to introductory activity

See and analyse varied answers provided by students

3.5. List of lessons

	Lesson title/subheading	Learning objectives	Number of periods
1	Types of groups: Primary groups and secondary groups	Differentiate primary groups from secondary groups	3
2	Types of groups: Collectives and categories	Describe collectives and categories as types of groups	3
3	Types of groups: Social groups, task groups, functional groups and interest groups	Describe social groups, task groups, functional groups and interest groups	3
4	Types of groups: Reference groups, Friendly groups, Formal group, Informal group, Organized group. Spontaneous group, Command group	Analyze the types of groups such as Reference groups, Friendly groups, Formal group, Informal group, Organized group. Spontaneous group, Command group	3
5	Models of social groups development: Tuckman's stages model	Explain how groups develop according to Tuckman's stage model	4
6	Models of social groups development: Kurt Lewin's individual change process	Judge Kurt Lewin's individual change process as a model of social group development	4
7	Models of social groups development: Tubb's systems model	Apply Tubb's systems model in people's behaviour change	4

8	Models of social groups development: Fisher's theory of decision emergence group	Appreciate the contribution of Fisher's theory of decision emergency group to the understanding of human behavior.	4
9	End unit assessment		2
	Total number of periods		30

Lesson 1: Types of groups: Primary groups and secondary groups

Learning objective

Differentiate primary groups from secondary groups.

Teaching resources

Flip chart, markers, flash cards, books, handouts, computers and internet.

Prerequisites/Revision/Introduction

Student will learn better primary groups and secondary groups since they have daily routine of working in groups during classroom activities.

Learning activities

Activity 3.1.

- Bring students to the smart classroom and/or school library.
- Invite them to make a research and find out the difference between primary groups and secondary groups.
- Ask them to work in pairs and share their findings.
- Have some pairs to make presentations.
- Ask some students to make summary from the presentations.
- Provide supplements and constructive feedback.
- Give supplementary needed explanations for students to consolidate and extend learning.

Possible answers on activity 3.1



Primary groups are small social groups whose members share personal and lasting relationships while secondary groups are large groups that involve formal and institutional relationships.

Application activities 3.1



Possible answers on application activity 3.1.

1. *Primary groups are small social groups whose members share personal and lasting relationships. People joined in primary relationships spend a great deal of time together, engage in a wide range of activities, and feel that they know one another well. Examples of primary groups include classmates, peers, church groups, neighbors...while secondary groups secondary groups are large groups involving formal and institutional relationships. Examples include workers in the office, university class, an athletic team, etc.*
2. *It is very advantageous for students to work together because they develop different competences.*

Eg : -Sharing knowledge, skills and attitudes

- Social skills are developed like cooperation and collaboration
- Language skills are developed through discussion and presentation
- Research and problem solving skills
- Students get to know each other
- Team working spirit increases
- Students will have growth mindset

But those teachers who prefer individual activities deprive the above competences from their students.

Lesson 2: Types of groups: Collectives and categories

a) Learning objective

Describe collectives and categories as types of groups.

b) Teaching resources

Flip chart, markers, flash cards, books, handouts, computers and internet.

c) Prerequisites/Revision/Introduction

Students will learn better this lesson (collectives and categories as types of groups) since they have knowledge on primary groups and secondary groups as well as on daily routine of working in groups during classroom activities.

d) Learning activities

Activity 3. 2.

- Put students in pairs.
- Bring students to the smart classroom and school library.
- Ask each pair to find out any information related to collections and categories as types of groups.
- Have some pairs to share their findings to the whole class.
- Invite some students to make summary from presentations.
- Allow students ask questions about presentations.
- Provide supplements and feedback.
- Give supplementary needed explanations for students to consolidate and extend their learning.

Possible answers on activity 3.2



Collectives are large groups of individuals who display similar actions of outlooks and are loosely formed, spontaneous and brief while categories are characterized by a collection of individuals who are similar in some way.

Formal groups are groups that are formed based on specific norms, rules and values but informal group is one that's not organizationally determined or influenced and usually formed by the members themselves in response to the need for social contact.

e) Application activities 3.2



Possible answers on application activity 3.2.

- 1) Answer by True or False
 - a) False
 - b) False
 - c) True
 - d) False
 - e) True
 - f) False

Lesson 3: Types of groups: Social groups, task groups, functional groups and interest groups

a) Learning objective

Describe social groups, task groups, functional groups and interest groups.

b) Teaching resources

Flash cards, books, markers, handouts, computer and internet.

c) Prerequisites/Revision/Introduction

Students will learn better this lesson (social groups, task groups, functional groups and interest groups) since they have knowledge on primary groups, secondary groups, collectives and categories as well as on daily routine of working in groups during classroom activities.

d) Learning activities

Activity 3.3.

- Put students in groups.
- Bring students to the smart classroom and school library.
- Ask each group to find out any information related to social groups, task groups, functional groups, and interest groups.
- Have some groups to share their findings to the whole class.
- Invite some students to make summary from presentations.
- Allow students ask questions about presentations.
- Provide supplements and feedback.
- Provide supplementary explanations for students to consolidate and extend their learning.

Possible answers on activity 3.3



Social groups are large with shorter memberships and are formally organized groups of individuals who are not as emotionally involved with each other.

Task groups are groups that consist of people who work together to achieve a common assigned task.

Functional group is a group that is created by the organization to accomplish specific goals within an unspecified time frame and remains even after achieving its objective.

e) Application activity 3.2



Possible answers on application activity 3.2.

1.
 - a) Task group
 - b) Social group
 - c) Functional group
 - d) Interest groups

Lesson 4: Reference groups, Friendly groups, Formal group, Informal group, Organized group. Spontaneous group and Command group

a) Learning objective

Analyze the types of groups such as Reference groups, Friendly groups, Formal group, Informal group, Organized group. Spontaneous group, Command group.

b) Teaching resources

Flip chart, markers, Flash cards, books, handouts, computers and internet.

c) Prerequisites/Revision/Introduction

The knowledge that students have from three previously learned lessons in this unit will facilitate them to learn better this lesson 4 (Reference groups, Friendly groups, Formal group, Informal group, Organized group. Spontaneous group, Command group).

d) Learning activities

Activity 3.4.

- Put students in groups.
- Bring students to the smart classroom and school library.
- Ask each group to find out any information related to social groups, task groups, functional groups, and interest groups.
- Have some groups to share their findings to the whole class.
- Invite some students to make summary from presentations.
- Allow students ask questions about presentations.
- Provide supplements and feedback.
- Provide supplementary explanations for students to consolidate and extend their learning.

Possible answers on activity 3.4.



- Reference group is a type of that people use to evaluate themselves whose main objectives are to seek social validation and social comparison.
- Friendly groups are groups formed by members who enjoy similar social activities, political beliefs, religious values, or other common bonds.
- Organized groups are the groups which are formed for specific purpose and are carefully planned, they include school, family...
- Spontaneous groups are groups that are formed without any careful planning.
- A command group is specific by the organizational chart. It consists of a supervisor and the subordinates that report to the supervisor.
- Temporary groups are groups that come together for a certain purpose and disburse after the task is over.

e) Application activities 3.4



Possible answers on application activity 3.4.

- 1.....h
- 2.....g
- 3.....d
- 4.....a
- 5.....b
- 6.....e
- 7.....c
- 8.....f

Lesson 5: Models of social groups development: Tuckman's stages model

a) Learning objective

Explain how groups develop according to Tuckman's stage model.

b) Teaching resources

Flip chart, markers, Flash cards, books, handouts, computers and internet connection.

c) Prerequisites/Revision/Introduction

The knowledge that students have from four previously learned lessons (different types of groups) in this unit 3, will facilitate them to learn better this lesson 5 (Tuckman's stage model).

d) Learning activities

Activity 3.5.

- Put students in groups.
- Bring students to the smart classroom and school library.
- Ask each group to find out the Tuckman's stages model.
- Have some groups to share their findings to the whole class.
- Invite some students to make summary from presentations.
- Allow students ask questions about presentations.
- Provide supplements and feedback.
- Provide supplementary explanations for students to consolidate and extend their learning.

Possible answers on activity 3.5.



According to Bruce Tuckman, the groups develop through five stages as they are described below :

- **Forming** : *it is the stage in which group members introduce to each other and allocation of the tasks. It is in this stage where group members tend to behave independently.*
- **Storming** : *This is a stage in which group members discuss about the modalities of completing a particular task disagreement may occur, reason why looking to a strong leader for guidance is vital.*
- **Norming** : *In this stage group members are in the mood of working together even though few conflicts can't miss. It is the stage where things tend to settle down.*
- **Performing** : *This a stage where group members can work without supervision because each one understands everyone's strengths and weaknesses so, they help one another. Members are confident and motivated to work.*
- **Adjourning** : *This stage indicates that when the project ends, consequently, the group will disband.*

e) Application activity 3.5



Possible answers on application activity 3.5.

- 1.....d
- 2.....e
- 3.....b
- 4.....c
- 5.....d

Lesson 6: Models of social groups development: Kurt Lewin's individual change process

a) Learning objective

Judge Kurt Lewin's individual change process as a model of social group development.

b) Teaching resources

Flip chart, markers, Flash cards, books, handouts, computers and internet connection.

c) Prerequisites/Revision/Introduction

Students will learn better the Kurt Lewin's individual change model since they have an understanding on various types of groups and Tuckman's stages model from five lessons previously learned in this unit.

d) Learning activities

Activity 3.6

- Put students in groups of four.
- Bring students in smart classroom and/or school library.
- Invite each group to find the any information related to the stages involved in Kurt Lewin's change model.
- Invite some groups to share in a plenary session their findings.
- Give students opportunity to ask questions for more clarifications.
- Invite some students to make summary from presentations.
- Provide supplements and positive feedback.

Possible answers on activity 3.6.



Kurt Lewin, German-American psychologist developed a change model that involves three stages. His model represents simple and practical for understanding the change process. The three stages of Lewin's change model are :

- **Unfreezing** : this is about creating awareness about change, to explain reasons why change is needed, and the group's and individual profit once change is implemented.
- **Changing** : This where change becomes real. The stage is marked by implementation of change. In this stage, people start new ways of doing things.
- **Refreezing/freezing** : It is a stage in which change is stabilized, solidified and reinforced. Positive reward and acknowledgements are used to reinforce change.

e) Application activity 3.6



Possible answers on application activity 3.6.

1. Explain the reasons behind the change.
2. The benefits from the change.
3. Mobilize everyone about change.
4. Set and explain the objectives and goals of change.
5. The impact of change to the group.

Lesson 7: Models of social groups development: Tubb's systems model

a) Learning objective

Apply Tubb's systems model in people's behavior change.

b) Teaching resources

Flip chart, markers, flash cards, books, handouts, computer and internet connection.

c) Prerequisites/Revision/Introduction

The knowledge/understanding that Students have about six previously learned in this unit 3, will help them learn easily Tubb's systems model.

d) Learning activities

Activity 3.7

- Put students in groups of four.
- Bring students in smart classroom and/or school library.
- Invite each group to find the any information related to the stages involved in Tubb's system model.
- Invite some groups to share in a plenary session their findings.
- Give students opportunity to ask questions for more clarifications.
- Invite some students to make summary from presentations.
- Provide supplements and positive feedback.
- Give supplementary needed explanations to enable students consolidate and expand their learning.

Possible answers on activity 3.7.



Stewart L. Tubbs (1943-now)

Studying the interactions within small groups, Tubbs created a system model which is linear mode of group development. The system model consists of these phases :

- Orientation : in this phase, group members get to know each other and start to identify the shortcomings, opportunities, strengths and weaknesses related to the task. It is in this stage where the important elements of the task are discussed and group rules are formulated as well.
- Conflict : In this phase, the task is analysed and each group member tries to find solution according to his/her own understanding which increases everyone's participation in the group. Furthermore, the responsibilities are extensively discussed.
- Consensus : Inputs from each group member, help group members to compromise, select ideas, and agree to alternative solutions to problems found. It is in this phase where interaction between members becomes highly cooperative and productive.
- Closure : During closure, the end product is announced and members should confirm their support for the decision. At the end of this stage, the task is finished and group members go for researching new tasks.

e) Application activity 3.7



Possible answers on application activity 3.7.

- 1.....c
- 2.....a
- 3.....d
4.b

Lesson 8: Models of social groups development: Fisher's theory of decision emergence group

a) Learning objective

Appreciate the contribution of Fisher's theory of decision emergency group to the understanding of human behavior.

b) Teaching resources

Flip chart, markers, flash cards, books, Handouts, computers and internet connection.

c) Prerequisites/Revision/Introduction

Students will learn better this lesson (Fisher's theory of decision emergence group) since they have an understanding on the previously learned seven lessons in this unit.

d) Learning activity

Activity 3.8

- Put students in groups of four.
- Bring students in smart classroom and/or school library.
- Invite each group to find the any information related to the stages involved in Fisher's theory of decision emergence group.
- Invite some groups to share in a plenary session their findings.
- Give students opportunity to ask questions for more clarifications.
- Invite some students to make summary from presentations.
- Provide supplements and positive feedback.
- Provide supplementary exercises and explanations to help students consolidate and extend their knowledge.

Possible answers on activity 3.8.



Irving Fisher developed a theory of Decision Emergence which stipulates that members of a group need to engage and pass a number of different phases before thorough and accurate decision-making takes place. These phases are the following :

- 1) **Orientation phase** : in this stage, problems between group members can arise due to tensions. Members can create a standard communication and get know each other.
- 2) **Conflict** : in this stage, group members discuss the ideas though conflict may arise if the owner of idea does not accept comments. However , progressively the negative impact of conflict will be minimized
- 3) **Emergence** : once the conflicts are reduced, the emergence of a plan or idea comes. The personal needs and ideas are put aside, then all group members work for the success of the group task.
- 4) **Reinforcement** : in this stage, those who commit to the ideas presented conform to the following plan in order to achieve the overall goal. Here everyone will need to collaborate for the best of their abilities.

e) Application activity 3.8



Possible answers on application activity 3.8.

- 1.....False
- 2.....True
- 3..... True
- 4.....False
- 5.....True

3.6. Additional information for teachers

Key differences between Formal and Informal Groups

The groups formed by the management of the organization for accomplishing a specific task are known as Formal Groups. The groups that are formed by the employees themselves as per their likes and prejudices is known as Informal Groups.

The formal groups are deliberately created by the organisation, whereas the informal groups are established voluntarily.

The formal groups are big in size as compared to an informal group. Moreover, there can be sub-groups in a single formal group.

The structure of a formal group is designed in a hierarchical manner while the informal group lacks structure or say it has no structure.

In a formal group, the position of a member defines its importance in the group, but in an informal group, every member is as important as any other member.

In a formal group, the relationship between the members is professional, they gather just to accomplish the task allotted to them. On the other hand, in an informal group, there is a personal relationship between members, they share their opinions, experiences, problems, information with each other.

In a formal group, the flow of communication is restricted due to the unity of command. In contrast to an informal group, the flow of communication stretches in all directions; there is no such restriction.

A reference group in marketing refers to any group used by people in comparing themselves. People compare their behaviors, attitudes, and beliefs to those of reference groups. They want to identify themselves with the group or join it.

For example, admiring a public figure can make one change actions or behaviors to align more with those of the public figure. Reference groups are critical in sociology and marketing since they shape different aspects of people's lives, such as financial decisions. Businesses use this information in determining behavior patterns which enable them to determine the target market. After determining the audience, marketers can use specific reference group marketing strategies such as influencers in advertising products and services. The chosen influencer will create an appeal that the followers will want to imitate.

Types of Reference Groups

Classification of reference groups can be done in different ways. One of the criteria used in the classification is the level of influence that they impose on a person. Based on this criterion, reference groups can be primary or secondary.

Primary reference groups: This refers to the groups of people that one meets frequently. A primary group is always small, but people have constant interactions and strong emotional relationships. Family is the best example of a primary reference group. Others include friends and peer groups. They have a very strong influence on people's actions and behaviors.

Secondary reference groups: These are larger, and the relationships are more impersonal. People in a secondary group have a less emotional attachment and may have come together for only a short time. Examples are business and religious organizations. These have less influence or no influence on one's actions and behaviors.

Reference groups can also be classified based on whom one would like to be associated or dissociated with or whom one would like to become. This criterion gives rise to aspirational, associative, and dissociative groups.

Aspirational reference groups: This encompasses people others compare themselves with or would like to be like. Examples include athletes, actors, models, and musicians. People try to imitate the dressing, actions, or thoughts of those in that group.

Associative reference groups: This includes people who have almost equal status. Examples include club members, church members, classmates, and colleagues.

Dissociative reference groups: These are people that one would not like to be associated with. The individual tends to have beliefs and values that differ from those of the group. For example, bookworms may tend to distance themselves from video gamers.

It is important for marketers to be aware of these groups and what each likes or dislikes. This information will help them choose the right marketing strategy to reach the target group more effectively.

Reference Group Functions

Reference groups serve two main functions. These are:

Providing a basis for reference: Reference groups give a point of reference from which one can evaluate individual beliefs and attitudes. People observe those in a certain group to understand how to behave in different settings. For example, bankers who have just been hired closely observe experienced bankers to understand how to conduct themselves in the best way possible.

Setting a benchmark of measure for people: A reference group sets a standard that people can use in clarifying their self-identity and their behaviors. The banker in the example above can compare themselves with the experienced bankers based on their performance and skills.

These two functions are closely related. Both offer a point of reference from which individuals can evaluate themselves and use in forming beliefs and attitudes.

3.7. End unit assessment

End unit assessment

- 1) The following factors lead to the formation of group :
 - *Intellectual abilities*
 - *Interest*
 - *Social affinity*
 - *Nationality*
 - *Objective to achieve*
 - *Function*
 - *Religious beliefs*
 - *Political beliefs*
 - *Gender*
- 2) The common features observed and analysed in all groups are the following :
 - a) One or more individuals come together and influence each other.
 - b) There are social interactions and relationships amongst the individual members of the group.
 - c) There exist some common motives, drives, interests, emotions, etc. amongst group members.
 - d) There is communication among group members, both verbal and/or non-verbal.
 - e) Group members have some common object of attention and group members stimulate each other.
 - f) They have common loyalty and participate in similar activities.
 - g) There exists feeling of unity in the group (group members treat each other with respect)
 - h) The action of the members is controlled by the group.
- 3) To make my group enjoyable and productive to group members, I will do the following :
 - a) Together, establish rules to be followed and respected by every member.
 - b) Execute group rules equally to all group members.
 - c) Establish good communication between group members among themselves and leadership.
 - d) Apply active listen to each group member.
 - e) Receive and value the ideas and contributions of every member.
 - f) Share responsibilities amongst group members.
 - g) Have objectives of the group.
 - h) Encourage and foster unity among group members.
 - i) Encourage active participation of every group member.
 - j) Manage well the group properties if any.
 - k) Guarantee equal opportunities to all group members.
 - l) Encourage creativity and innovation in the group.

3.8. Additional activities

End unit assessment

- 1) The following factors lead to the formation of group :
 - *Intellectual abilities*
 - *Interest*
 - *Social affinity*
 - *Nationality*
 - *Objective to achieve*
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 - j) Manage well the group properties if any.
 - k) Guarantee equal opportunities to all group members.
 - l) Encourage creativity and innovation in the group.

End unit assessment

1) There are different types of group ; describe five of them from your choice.

Possible answers :

- **Interest pgroup :** *This is a group whose members may not be part of the same organisational department but they are bound together by some other common interest. The goals and objectives of group interests are specific to each group and may not be related to organizational goals and objectives. An example of an interest group would be students who come together to form a study group of a specific class.*
- **Primary groups :** *Is a small social group whose members share personal and lasting relationships. People joined in primary relationships spend a great deal of time together, engage in a wide range of activities, and feel that they know one another well.*
- **Reference group:** *Is a group that people use to evaluate themselves whose main objectives of reference group are to seek social validation and social comparison.*
- **Friendly groups:** *These groups are formed by members who enjoy similar social activities, political beliefs, religious values, or other common bonds. Members enjoy each other's company and often meet after work to participate in these activities.*
- **Collectives:** *Collectives are characterized by large groups of individuals who display similar actions or outlooks. They are loosely formed, spontaneous, and brief. Examples of collectives include a flash mob, an audience at a movie, and a crowd watching a building burn.*

Consolidation activities

1. Different psychologists developed various system models. What have you learned from those system models ?
 - I have learned that groups develop/evolve trough stages/phases which interrelated
 - Idea or issue should be discussed between group members
 - Conflicts are important because they lead to the new plan
 - Group members should mobilize about change
 - Group members shoul get kown each other
 - The group member should accept the comments about his/her idea
 - Strengths, weaknesses, limitations and opportunities are analyzed to provide assistance where needed

- Individual efforts and contributions should be acknowledged and recognized
- Conflicts to resolved though dialogue
- Objectives, goals and tasks of the group should be discussed and agreed upon
- Etc.

Extended activities

Based on your observation about how various groups are formed, what do you think are the characteristics of a group ?

Possible answers :

- **A sense of we-feeling** : *There is a feeling of belongingness among the members of the group. The members of the group help each other in performing their duties. They work collectively against the harmful powers. They treat people who do not belong to the group as outsiders. They always try to make the group self-sufficient.*
- **Common interest** : *Each and every member of the group has a common interest. There is similarity among the members in regard to their interest which promotes unity. The group includes those persons who are related to each other in such a way that they should be treated as one.*
- **A feeling of unity** : *Unity is essential for every group. Each and every member of the group treats each other as their own and there develops a sense of camaraderie amongst the members of group.*
- **Related to each other** : *It is true that members of the group are inter-related. There is a reciprocal communication among the group members. Social relations are the fundamentals of group life.*
- **Affected by group characteristics** : *Every group has some social characteristics which separate it from similar and dissimilar groups. These characteristics affect the members of the group. The nature may be different for different persons, but still all the members are affected by the group*
- **Common values** : *There are certain values which are common among members and are traditionally respected and communicated to the succeeding generation. They are manifested in the mutual behaviours of the members. Members of the social group are bound together in terms of these common values.*

- **Control of group** : In each group there are some customs, norms and procedures which are acceptable to everyone. In fact, without some norms, the existence of group life is impossible. It may be stated that the reasons behind the similarity of behaviours in a group life is that the actions of the members are controlled by the group.
- **Obligation** : In a group situation, all members have complementary obligations to each other. Also the relationships between the members of a group get strengthened through their mutual obligation and common social values.
- **Expectations** : Not only mutual obligation, the members of the group also expects love, compassion, empathy, co-operation etc., from all other members of the group. If mutual expectation is fulfilled, the group members are maintained in tact. A group can maintain its existence only if the constituent members fulfill their responsibility by satisfying the desires among themselves.

UNIT 4 | INTRAGROUP AND INTERGROUP DYNAMICS

4.1. Key unit competence

Assess group phenomena and their effect on people's behavior.

4.2. Prerequisite

Students will learn and understand better this unit since they have understood social psychology (unit 1) and Group Structure and models of social group formation (unit 3) learned in senior six. Students will also need to refer and make comparison to their everyday school experiences related to the formation of group activities in the classroom.

4.3. Cross-cutting issues to be addressed

Gender education: The teacher should bear in mind that all students (girls and boys) have equal opportunities and rights to learn. Therefore, when forming group activities, assigning tasks and responsibilities, asking questions, and giving feedback teacher should include both girls and boys.

Peace and Values Education

This cross-cutting issue will be addressed throughout this unit by making students aware of the root causes of conflicts, violence and disturbances among students. Students must be able to resolve conflict that arises among themselves. Therefore, the knowledge they have about group dynamism and relations will help them live and learn in harmony.

Environment and sustainability

This may be broadly understood to mean our surroundings. The teacher will mention it by emphasizing the ways of protecting the environment not destroying it especially when collecting and using materials.

Inclusive education

When teaching this unit, the teacher will address specific needs and differences among students. All students including those with special educational needs will be catered for. Teacher will avoid any kind of discrimination.

4.4. Guidance on introductory activity

- Form groups of five students.
- Bring students in smart classroom and/or in library.
- Invite them to research and discuss any information related to group dynamics.
- Invite some groups to share their findings in plenary.
- Let some learners ask questions for more clarifications.
- Provide supplements and constructive feedback.

Possible answer to introductory activity

Group dynamics refers to the study of forces within a group. It deals with the attitudes and behavioural patterns of a group. Group dynamics concern how groups are formed, what is their structure and which processes are followed in their functioning.

Intergroup dynamics or intergroup relations refers to behavior and psychological relationship between two or more groups. This includes perceptions, attitudes, opinions and behaviors towards one's group, as well as those towards another group.

The teacher will analyse students' answers and if possible, provide supplements.

4.5. List of lessons

	Lesson title/subheading	Learning objectives	Number of periods
1	In-group and out-group dynamics	Differentiate between in-group and out-group dynamics	4
2	Group boundaries	Explain group boundaries for each type of group	3
3	Group values and culture	Demonstrate an understanding of group culture and group values	4
4	Relationships between groups.	Illustrate the relationship that exists between different groups	3

5	Inter-group conflicts and Inter-group conflicts resolution strategies:	Explain the occurrence of group conflicts and mitigating mechanisms	4
6	Contact Hypothesis (intergroup conflict Theory: Allport)	Apply intergroup conflict theory in resolving conflict.	4
7	Subordinate identities and Interdependence	Show the importance of identity and interdependence in group dynamism	4
8	End Unit Assessment		2
	Total number of periods		28

Lesson 1. In-group and out-group dynamic

a) Learning objective

Differentiate between in-group and out-group dynamics.

b) Teaching resources

Flip chart, markers, flash cards, books, handouts, computers internet.

c) Prerequisites/Revision/Introduction

Student will learn better this unit 4 since they have an understanding on types of groups learned in unit 3.

d) Learning activities

Activity 4.1

- Put students in groups of four.
- Bring students in smart classroom and/or school library.
- Invite each group to find the any information related to in-group and out out-group dynamic.
- Invite some groups to share in a plenary session their findings.
- Give students opportunity to ask questions for more clarifications.
- Invite some students to make summary from presentations.
- Provide supplements and positive feedback.
- Give supplementary needed explanations for students consolidate and extend their learning.

Possible answers on activity 4.1



Intragroup dynamics are processes that give a set of norms, roles, relations and common goals that characterize a particular social group.

Intergroup dynamics refers to behavior and psychological relationship between two or more groups.

e) Application activity 4.1



Possible answers on application activity 4.1.

▪ Intragroup dynamics

Intragroup dynamics also referred to as in-group dynamics or within-group are the underlying processes that give to a set of norms, roles, relations and common goals that characterize a particular social group. Examples of groups include religious, political, military, and environmental groups, sports teams, work groups, and therapy groups.

▪ Intergroup dynamics

Intergroup dynamics or intergroup relations refers to behavior and psychological relationship between two or more groups. This includes perceptions, attitudes, opinions and behaviors towards one's group, as well as those towards another group.

Lesson 2: Group boundaries

a) Learning objective

Explain group boundaries for each type of group.

b) Teaching resources

Flash cards, books, markers, computers, internet and handouts.

c) Prerequisites/Revision/Introduction

Students will learn better this lesson (Group boundaries) since they have an understanding on types of groups learned in previous unit 3 of senior six and the first lesson of this unit.

d) Learning activity

Activity 4.2

- Bring students to the smart classroom and/or school library.
- Put students in pairs.
- Ask each pair to make a research and find out any information related to group boundaries.
- Have some pairs to share their findings with the whole class.
- Allow students to ask questions for more clarifications.
- Provide constructive feedback and supplements.
- Give supplementary needed explanations to help students consolidate and extend their learning.

Possible answers on activity 4.2



- Group boundary is the ability or inability to say yes or no to a certain request. Boundaries can be limitations that persons set for themselves and for their relations.
- Examples of boundaries include healthy boundaries, social boundaries, physical boundaries, emotional boundaries, rigid boundaries and diffuse boundaries.

e) Application activity 4.2



Possible answers on application activity 4.2.

1. Some group boundaries are described as below :
 - **Physical boundaries** : These are boundaries around what kind of physical touch is acceptable. If someone does not like to be hugged, that is physical boundary. Maintaining physical/ space and eye contact are also physical boundaries.
 - **Emotional boundaries** : Emotional boundaries are those boundaries that protect thoughts and feelings. They allow individuals to validate their own emotions and expect the same validation and support from others.
 - **Social boundaries** : Social boundaries are boundaries that indicate specific actions that are followed by most individuals. They are typically directed by society and what an individual experiences by being part of group. Social boundaries are also experiences that are considered normal within society. These boundaries are learned through observation, most of the time observed from childhood all the way to adulthood

2. Some social boundaries in Rwanda (not accepted or accepted) that are accepted or not in other countries
 - Homosexuality (not accepted)
 - Transgender (not accepted)
 - Use of drugs (not accepted)
 - Eating a cow (accepted) but not accepted in india
 - Marriage under 21 (not accepted)
 - Beating wifes (not accepted)
 - Etc.

Lesson 3: Group values and culture

a) Learning objective

Demonstrate an understanding of group culture and group values.

b) Teaching resources

Flash cards, markers, books, handouts, computer and internet.

c) Prerequisites/Revision/Introduction

The knowledge that students have from unit 3 and in previously learned lessons (1&2) of this unit will help students to learn better this lesson 3 (group values and culture).

e) Learning activities

Activity 4.3.

- Bring students to the smart classroom and/or school library.
- Put students in pairs.
- Ask each pair to make a research and find out any information related to group values and culture.
- Have some pairs to share their findings with the whole class.
- Allow students to ask questions for more clarifications.
- Provide constructive feedback and supplements.
- Give supplementary needed explanations to help students consolidate and extend their learning.

Possible answers on activity 4.3



Group values are goals or ideas that serve as guiding principles for the group like norms, values, that may be communicated either explicitly or on an ad hoc basis. Values can serve as a rallying point for the team. However, some values such as conformity can also dysfunction and lead to poor decisions by the team.

Group culture is a collection of values, behaviors, working practices, and beliefs that group members share while aiming to fulfill their collective purpose. Every group has a culture.

e) Application activity 4.3



Possible answers on application activity 4.3.

- Provide constructive feedback to the group members.
- Promote the culture of discussion about group issues.
- Together, create rules and regulations for the group.
- Set realistic goals and objectives for the group.
- Offer equal opportunities to all group members.
- Apply active listening to the group members.
- Make a clear and transparent communication among group members.

Lesson 4: Relationship between groups

a) Learning objective

Illustrate the relationship that exists between different groups.

b) Teaching resources

Flip chart, markers, Flash cards, books, handouts, computers and internet connection.

c) Prerequisites/Revision/Introduction

The knowledge that students have from unit 3 and in previously learned lessons (1, 2 & 3) of this unit will help students to learn better this lesson 4 (Relationship between groups).

d) Learning activities

Activity 4.4

- Bring students to the smart classroom and/or school library.
- Put students in pairs.
- Ask each pair to make a research and find out the relationship between groups.
- Have some pairs to share their findings with the whole class.
- Allow students to ask questions for more clarifications.
- Provide constructive feedback and supplements.
- Provide supplementary explanations and link them to new lesson.

Possible answers on activity 4.4



Relationship between groups is interactions between individuals and different social groups, and interactions taking place between the groups themselves collectively.

This relationship is mainly characterized by hostility and conflict due to limited resources that are needed to enhance the status of groups to which individuals belong. In this case, members of one group consider their counterpart as enemies.

e) Application activity 4.4



Possible answers on application activity 4.4.

- a) Answer by true or false
1. False
 2. True
 3. True
 4. True
- b) Possible causes of discrimination between groups
- Shortage of resources to accomplish the goals
 - Situation of competition
 - Inequality among groups
 - Differences in terms of abilities, education, physical characteristics,...
 - Group interests
 - Etc

Lesson 5: Inter-group conflicts and Inter-group conflicts resolution strategies

a) Learning objective

Explain the occurrence of group conflicts and mitigating mechanisms.

b) Teaching resources

Flip chart, markers, Flash cards, books, handouts, computers and internet connection.

c) Prerequisites/Revision/Introduction

The knowledge that students have from unit 3 and in previously learned lessons (1, 2, 3 & 4) of this unit will help students to learn better this lesson 5.

d) Learning activities

Activity 4.5

- Bring students to the smart classroom and/or school library.
- Put students in pairs.
- Ask each pair to make a research and find out the conflicts that occur between groups and strategies of resolving them.
- Have some pairs to share their findings with the whole class.
- Allow students to ask questions for more clarifications.
- Provide constructive feedback and supplementary explanations, then link them to new lesson.

Possible answers on activity 4.5



Conflict is a form of interaction among parties that differ in interests, perception and preferences. Overt conflict involves adversarial interaction that range from mild disagreements through various degree of fights.

Examples of conflict :

1. Conflict between members of the same group
2. Conflict between groups
3. Role conflict
4. Maturity conflict
5. Interpersonal conflict

These conflicts and others can be mainly managed by having and implementing set rules and regulations, equal treatment of group members and manage individual differences of group members

e) Application activities 4.5



Possible answers on application activity 4.5.

1. Persistent conflict among group members/institutional workforce will have the following impacts
 - Divisionism among group members
 - Lack of productivity and success
 - No assistance/help among group members
 - Interests of the group will not be met
 - Misuse of group/organizational properties
 - Etc

Lesson 6: Contact Hypothesis (intergroup conflict Theory: Allport)

a) Learning objective

Apply intergroup conflict theory in resolving conflict.

b) Teaching resources

Flip chart, markers, Flash cards, books, computers, internet and handouts.

c) Prerequisites/Revision/Introduction

The knowledge that students have from unit 3 (senior six) and in previously learned lessons (1, 2, 3, 4 & 5) of this unit will help students to learn better this lesson 6.

d) Learning activities

Activity 4.6

- Bring students to the smart classroom and/or school library.
- Put students in pairs.
- Ask each pair to make a research and find out any information related to contact hypothesis of Allport.
- Have some pairs to share their findings with the whole class.
- Allow students to ask questions for more clarifications.
- Provide constructive feedback and supplements.
- Give supplementary needed explanations to help students consolidate and extend their learning.

Possible answers on activity 4.6



Contact hypothesis also referred as intergroup contact theory, was developed by a psychologist and sociologist 'Gordon W. Allport'. The theory was described as the best way to improve relations among groups that are experiencing conflict.

The theory states that contact with members of another social group in the appropriate situations can lead to a reduction of prejudice between group members. It argues that with appreciation and understanding, prejudice should diminish.

e) Application activity 4.6



Possible answers on application activity 4.6.

To reduce intergroup conflict, the contact hypothesis invite us to :

- Encourage personal interactions with out-group members.
- Encourage meeting between conflicting groups.
- Condemn attitudes and behaviors that can lead to discrimination.
- Encourage groups to work together to achieve a common goal.
- Encourage equal engagement in relationship among groups.
- Keep positive contact for all groups.
- Promote face-to-face contact between group members.
- Etc.

Lesson 7: Subordinate identities and Interdependence

a) Learning objective

Show the importance of identity and interdependence in group dynamism.

b) Teaching resources

Flip chart, markers, flash cards, books, handouts, computers and internet connection.

c) Prerequisites/Revision/Introduction

The knowledge that students have from unit 3 (senior six) and in previously learned lessons (1, 2, 3, 4, 5 & 6) of this unit will help students to learn better this lesson 7.

d) Learning activities

Activity 4.7

- Bring students to the smart classroom and/or school library.
- Put students in pairs.
- Ask each pair to make a research and find out any information related to subordinate identities and interdependence.
- Have some pairs to share their findings with the whole class.
- Allow students to ask questions for more clarifications.
- Provide constructive feedback and supplements.
- Provide explanations and link them to new lesson.

Possible answers on activity 4.7



- Generally, a subordinate person is a person who is under the authority or control of another person. In a workplace, a subordinate is someone who is in a secondary rank. **Whereas a subordinate group** is a group whose members have significantly less control or power over their own lives than do the members of a dominant or majority group.
- **Interdependence** refers to how group members must depend on one another to achieve their collective and individual goals. It doesn't just apply to the group's goals, but members may also depend on one another to determine their behavior, thoughts, or feelings.

e) Application activity 4.7



Possible answers on application activity 4.7.

- a) Complete with an appropriate word.
 - a) Father
 - b) Majority/superordinate
- a) Interdependence
- b) Examples of subordinate identities

Ethnic minority men, ethnic minority women, religious groups, race/color, homosexual, lesbians, people with disabilities

4.6 Additional information for teachers

1. Intergroup and intragroup conflict

People who work together always have differences – whether it's their personality, style of working, or values and beliefs.

This is great because it brings various skills and perspectives to a company. But the downside is that these attributes can all be sources of conflict, which damage relationships and disrupt the natural flow of work activities.

Understanding the different types of group conflict and being able to identify signs helps you prevent or diffuse a situation. Certain conflicts require a more specific approach than others, and as a manager, you should use your discretion to decide which is most appropriate for the conflict in your workplace.

Types of Conflict

- **Intrapersonal** – this is when a person experiences inner turmoil, such as disagreeing with the values of the company or being a perfectionist.
- **Interpersonal** – this is conflict between two or more individuals; it may be an isolated incident or an ongoing issue.
- **Intragroup** – this refers to the conflict between one or more people in the same group or team.
- **Intergroup** – these involve several different teams and are often difficult to handle without external support or preventative/corrective action.

Each of these require different intervention methods. It also takes the skill of a manager who is focused on reaching positive results, such as encouraging people to more actively respect and work around differences and help their co-workers.

Intragroup Conflict

In many jobs, team members rely heavily on one another to complete tasks and projects. Low levels of conflict are natural and even healthy: they stem from creative tension and enable people to reach new, positive outcomes by overcoming weaknesses. But more intense conflicts seriously reduce productivity and morale.

There are two main types of intragroup conflict: **task conflict and relationship conflict**.

Task conflicts occur due to differing aims or an inability to meet the group's standards, while relationship conflicts involve issues relating to personal views, attitudes, beliefs, and personality traits. Relationship conflicts are usually more deep-seated and harder to diffuse.

Conflict commonly occurs between an employee and their manager so it could be that staff disagree with your leadership or are dissatisfied with the level of support and resources you provide. But maybe you're following orders from higher-ups, which can make the situation difficult to handle

Intergroup Conflict

Intergroup conflicts are not usually due to personal reasons; they often stem from disagreements over how groups carry out work activities or the requests they make to other teams. It may even be a result of competitiveness. Other times, individual people in the group initiated the conflict, and other team members simply follow suit.

You must find the root of the issue to tackle it effectively, as it affects what workplace changes or alternative dispute resolution (ADR) methods are required to diffuse tension on such a large scale. It won't be a simple case of separating people who clash teams can't be divided. They must work together to achieve the main goals of your company.

If not managed, intragroup and intergroup conflicts can lead to resignations or an individual swapping roles to distance themselves from certain people. This leads to unnecessary costs and time spent on recruitment and retraining new staff.

Resolving Intragroup and Intergroup Conflict

When trying to resolve an intragroup or intergroup conflict, pleasing everyone can feel impossible. Once a team of people hold a certain viewpoint or have a preference for the way something's done, it's difficult to challenge. This is why you should aim to resolve conflicts through a **compromise** that suits the majority.

The first approach for achieving this is usually to have an informal discussion. But when a number of people are involved, this is unlikely to be sufficient. Certain forms of ADR are more suitable, and it's up to you to assess the situation and decide what option is best.

Ways to deal with group conflict include:

- ✓ **Mediation.** It is ideal if you want to keep the situation informal and for people to be actively involved in reaching a compromise. Either you or an external mediator will get people to listen and open up about issues. But be aware that you need training in conflict management and mediation to effectively do this.
- ✓ **Arbitration.** This is a more formal approach that involves an arbitrator assessing evidence and reaching a legally binding decision. Trained arbitrators are experienced in handling cases objectively and reaching a fair

resolution. But because people don't talk through differences, relationships may not be repaired as effectively as they would through mediation.

- ✓ **Arbitration is generally better suited to large group conflicts**, but mediation can work equally well with multiple mediators.
- ✓ **Promote a workplace culture of openness** where people feel free to share complaints about individuals or a team without retribution. Otherwise, issues behind the scenes lead to the quality of work dropping while you struggle to understand why.

People should be able to come to you with work-related problems and feel confident in your readiness to take action. This way, you have plenty of opportunities to investigate a conflict before it reaches harmful stages and can decide how to diffuse it.

4.7. End unit assessment

End unit assessment

1. It is advantageous to work together with others while in a certain organization for the following reasons :

- The goals of the institutions are achieved together
- The efforts are conjugated
- Conflicts are solved together
- Employee learns from one another
- Solidarity and sociability are improved among employees
- Productivity is improved
- Confidence and self-esteem are improved
- Leadership and management skills are increased
- Learning to manage emotions in case of conflict
- Etc.

2. Relationship among groups can be encouraged as follow :

- a) *Encourage two or more groups to combine efforts to achieve a superordinate goals (groups work together to achieve the goal).*
- b) *Encourage cooperative efforts to improve positive relationships between the groups.*
- c) *Avoid/ do not tolerate all kinds of discrimination between groups.*
- d) *Encourage the practice of patience and sensitivity when dealing with intergroup issues.*

- e) Offer training to group managers to help them understand the best ways to handle intergroup conflicts.
- f) Create conditions for positive contact and reduce prejudice and stereotypes.
- g) Encourage friendship and connection between groups.
- h) Mobilize group members to accept other group members as they are.
- i) Tell/teach group members about themselves.
- j) Invite groups to assume that other groups want to form a relationship too.

3. The factors behind conflicts between groups are:

- Stereotypes of certain groups
- Placing two groups in a situation involving competition and conflict
- Competition over limited resources (materials, power, territory) leads to hatred between groups
- Competitive situation is particularly corrosive to the relationship between groups because groups are more competitive than individuals acting alone (competition can create hostility between groups).
- Group/organizational structure
- Limitation on resources
- Favoritism among groups in an institution
- Goal incompatibility
- Personality differences
- Communication challenges
- Task interdependence

4. The conditions of minimizing the prejudice among groups

- **Equal status:** *Both groups must engage equally in relationship. Members of the group should have similar backgrounds, qualities and characteristics. Differences in academic backgrounds, wealth, skill or experiences should be minimized if these qualities will influence perceptions of prestige and rank group.*
- **Intergroup cooperation:** *both groups must work together for their common goals without completion. Groups need to work together in the pursuit of common goals.*

- **Support of authorities, law, or customs:** Both groups must acknowledge some authority that supports the contact and interactions between the groups. The contact should encourage friendly and helpful attitudes and condemn in-group/out-group comparisons.
- **Personal interaction:** the contact situation needs to involve informal, personal interaction with outgroup members. Members of the conflicting groups need to mingle with one another. Without this criterion they learn very little about each other and cross-group friendships do not occur.

4.8. Additional activities

Remedial activities

1. Describe some ways through which conflict among group members can be managed.

The following are the strategies that can be used to manage conflicts among group members:

- a) Address it early:** As soon as you see the signs of a conflict, take steps to mitigate any damage.
- b) Avoid speaking angrily:** Use first-person language that focuses on how you feel rather than second-person language that may seem as if you are blaming the other person.
- c) Meet privately:** Whenever possible, meet with the person or people involved in the conflict privately rather than in a public setting.
- d) Seek the underlying issue:** try to identify the underlying cause of the conflict. Consider the examples of conflict theory and what power imbalances might worsen the issue.
- e) Encourage empathy:** Look for ways to empathize with the other party involved in the conflict. Seeing the issue from their perspective can help you find effective solutions more easily.
- f) Allow feeling to settle:** If emotions are intense, take the time to let your feelings reset before meeting with the other parties involved in the conflict.
- g) Look for compromise:** if there's no obvious solution that benefits all parties, look for a compromise that will satisfy at least some of the needs of everyone involved. Think creatively and seek input from external sources if needed.

- h) **Employ active listening:** listen closely and actively to the others involved in the conflict. Show that you care about finding a solution that meets everyone's needs and that you are ready to move past the issue.
- i) **Find positive aspects:** look for the positives in the situation. For example, if the conflict is over how to meet a customer's needs, remind everyone that all parties share the same goal to help a customer.
- j) **Focus on the future:** keep the conversation focused on how to avoid conflict moving forward by recognizing the various types of conflict and how they may impact relationships and projects in the future.
- k) **Know when to address it:** Some conflicts are worth extensive conversation and mediation, while others are not. If the conflict is relatively minor and doesn't impact productivity or company culture significantly, consider managing it personally rather than through mediation.
- l) Encourage cooperative working.
- m) Training individuals to overcome cognitive biases and reduce implicit bias.

Consolidation activities

1. In any organization, there are two types of groups, superordinate and subordinate groups. Describe the types of subordinate groups:

Types of subordinate groups

- **Racial groups:** groups of people who are marginalized based on their physical differences as opposed to cultural distinctions
- **Ethnic groups:** These are differentiated from the dominant groups on the basis of cultural differences such as language, attitudes towards marriage and parenting, and food habits. These are groups set apart from others because of their national origin or distinctive cultural patterns.
- **Religious groups:** They are differentiated from the dominant groups on the basis of religious beliefs.
- **Gender groups:** Gender is another attribute that creates dominant and subordinate groups. Males are the social majority; females, although numerous, are relegated to the position of the social minority. Women are considered a minority even though they do not exhibit all the characteristics. Women encounter prejudice and discrimination and are physically distinguishable. Group membership is involuntary, and many women have developed a sense of sisterhood. Women who are members of racial and ethnic minorities face a special challenge to achieving equality. They suffer from greater inequality because they belong to two separate minority groups: a racial or ethnic group plus a subordinate gender group.

Extended activities

1. Explain the following terms : (a) Group structure, (b) group cohesiveness, (c) group cohesion.

b) Group structure. Answer : Group structure refers to the organisation of roles, norms and relationships within a group. Group roles specify the expected behaviors of group members in their assigned positions, while the group's norms specify standards and expected behaviors in a given context. Observing the structure of a group can provide the most information about group dynamics. When first joining a group, a person will likely spend the most time figure out where she/he fits within the group's structure. If she/he cannot find their place, it is likely for that person to decide to leave the group.

c) Group cohesiveness : Answer : This is how the individual members of a group are bound together.

d) Group cohesion :Answer : This is unity, connection, or bond within a group resulting from interpersonal bonds or other forces like a shared commitment to achieving the group's goals. Without cohesion, a group is at risk of disbanding and falling apart entirely. In a strong group, the individual members become one entity.

2. Describe the types of group dynamics such as informal group dynamics and formal group dynamics.

– **Formal group dynamics :** These are groups created by some organisation or entity to achieve a specific goal. Its formation is deliberate, and the size of the group is often large. Formal group dynamics are more professional, and the hierarchical structure within the group is imperative. Fomal group dynamics can occur in many different settings, from corporations, and universities to churches, military units and even sports teams, they include corporate departments, school committees, special task forces, church elders...

– **Informal group dynamics :** Informal group dynamics are present in groups created more naturally and usually arise due to some organizational need or window of opportunity. This type of group usually takes place in smaller groups. Members join the group voluntarily, and an approval process is not usually required. Informal group dynamics do not have a well-defined structure but can still impact formal group dynamics. Informal group dynamics can arise to fill a need within the formal group dynamic. This could include interest groups, friendship groups, or reference groups. The examples include gathering to watch football games, bible studies, country clubs, dragons gaming groups...

UNIT 5 | INTRODUCTION TO HEALTH PSYCHOLOGY

5.1. Key unit competence

Assess how individuals have control over their health and helping them make better choices of wellness.

5.2. Prerequisite (knowledge, skills, attitudes and values)

Students have already learnt the content about human development in S4 and the content about personality in S5. The knowledge gained in S4 about human development will be a base to understanding of knowledge about health psychology. They will need the content learned in S4 to be about to understand the meaning and nurture of health psychology. The competences acquired in S4 and S5 in psychology will undoubtedly boost them to learn better the content of S6 especially health psychology.

5.3. Cross-cutting issues to be addressed

During this unit of “introduction to health psychology” cross cutting issues such as gender, comprehensive sexuality, peace and value education, standardization culture, and inclusive education will be addressed.

Gender: In teaching the content related to health psychology, the teacher should bear in mind that all students (girls and boys) have equal opportunities and rights to study. When forming group activities, assigning tasks and responsibilities, asking questions, and giving feedback tutor should include both girls and boys.

Peace and value: This cross-cutting issue will be addressed all along the teaching of this unit. Through teaching and learning, the culture of peace and values should be promoted. In group, students learn to share resources and ideas with respect. They also learn to solve their problems in peaceful manner.

Standardization culture will be addressed especially when teaching the content related to beliefs in health psychology. Examples should reflect the beliefs of Rwandans before thinking of other cultures. Again, will be asked to make interpretations of illnesses based on the culture of the country.

Inclusive education will be tackled all along the unit. The lesson will be inclusive. This means that learners. Both genders will be respected in doing activities and answering questions. For example, in some activities requiring group work, the teacher has to make sure that inclusive education is respected.

5.4. Guidance on introductory activity

- The teacher will invite all students to read the scenario and reflect on asked questions.
- After reading, students will answer the questions individually.
- Students will share answers in pairs.
- Students will present in plenary and explain their point of view very clear.
- Supplement students' presentations and link students' answers on the new lesson.

Possible answer to introductory activity

1. She stopped taking medication because she was not convinced of having malaria. She would think that the prescribed medication will never help her recover from illness.
2. Her behaviour will affect her health in the sense that she will no longer accept scientific medication, and this would lead to deterioration of her health. Because she thinks to be possessed by evil spirits, she will adopt behaviours which would put her life in danger. She is stressed and this could lead to depression and other related psychological problems.
3. To help her starts by listening to what she said, discussing with her and try to challenge her about the importance of her approach.
4. Students are free to provide answers. Some may know similar cases. They will be encouraged to explain them.

5.5. List of lessons/sub-heading

	Lesson title/subheading	Learning objectives	Number of periods
1	Understanding Health Psychology	Explain the concept of health as applied in health psychology	4
2	Brief history of health psychology	Explain the historical development of health psychology	4
3	Factors that influence health psychology	Describe factors that influence health psychology	4

4	Understanding health and illness	Differentiate health and illness	3
5	Models of health	Apply models of health in health psychology	4
6	Understanding illness in health psychology	Explain the concept of health as applied in health psychology	2
9	End unit assessment		2
10	Total number of periods		29

Lesson 1: Understanding health psychology

a) Learning objective

Explain the concept of health as applied in health psychology.

b) Teaching resources

Handouts and videos, diagram, Flip chart, chalkboard, markers, pens, pictures, drawings, maps, internet, flip charts, flash cards, and wall charts with graphics, projectors.

c) Prerequisites/Revision/Introduction

Students have already learnt the content about human development in S4 and the content about personality in S5. The knowledge gained in S4 about human development will be a base to understanding of knowledge about health psychology. They will need the content learned in S4 to be about to understand the meaning and nurture of health psychology.

d) Learning activities

Activity 5. 1:

- Invite students to brainstorm about the concept of health.
- Organise students in pairs.
- Guide the students' discussions.
- Ask them to discuss about the asked questions.
- Ask them to present and explain their answers in plenary session.
- Supplement students' presentations and link students' answers on the new lesson.

Possible answers on activity 5.1



1. Psychology is the scientific study of human behaviour and mental processes.
2. Students will explain how they understand the term health. For example: Health is the state of being free from disease, illness or injury.
3. A person who has good physical health is likely to have bodily function and processes working at their peak. Regular exercise, balanced nutrition, and adequate rest all contribute to good health.
4. Students will provide varied answers depending on their locations:
 - Lack of access to vaccines
 - Lack of access to medication
 - Poor mindset of the population about good health practices
 - Poor water and sanitation
 - Lack of electricity
 - Crowded living conditions
 - Lack of doctors
 - Lack of health care facilities
 - Cost of medications medical services
 - Etc.
5. Health psychology can provide knowledge of critical mechanisms, help people prepare for stressful medical interventions, and guide them through a difficult life course. If recovery is not possible, the focus needs to be on quality of life.

Continue the lesson by explaining the terms of health and illness.

e) Application activities 5.1:



Possible answers on application activity 5.1.

1. Aims of health psychology:
 - a) To understand, explain, develop and test theory by ((a) Evaluating the role of behaviour in the etiology of illness. (b) Predicting unhealthy behaviors. (c) Evaluating the interaction between psychology and physiology. (d) Understanding the role of psychology in the experience of illness. (e) Evaluating the role of psychology in the treatment of illness.
 - b) Health psychology also aims to put theory into practice by (a) Promoting healthy behaviour, (b) Preventing illness.).
3. A-vi, B-ii, C-iv, D-v, F-iii
4. The combined information health psychologists obtain from epidemiology, public health, sociology, and anthropology paints a broad picture for us. It describes the social systems in which health, illness, and the person exist and develop. It helps to propose good ways of dealing with psychological illnesses

Lesson 2: Brief history of health psychology

a) Learning objective

Explain the historical development of health psychology.

b) Teaching resources

Flip chart, chalkboard, markers, pens, pictures, drawings, maps, field trips

c) Prerequisites/Revision/Introduction

Student have learnt the lesson on health psychology. The competences gained in this previous lesson will enable students to learn well the lesson on historical development of health psychology.

d) Learning activities

Activity 5.2:

- Put students in pairs and ask to read the questions asked in the activity.
- Ask them to exchange their answers.
- Ask them to present in plenary session.
- Supplement students' answers and invite students to be attentive and active in the lesson.

Possible answers on activity 5.2



1. Health psychology is defined as “the aggregate of the specific educational, scientific, and professional contributions of the discipline of psychology to the promotion and maintenance of health, the prevention and treatment of illness, and the identification of etiologic and diagnostic correlates of health, illness and related dysfunction and to the analysis and improvement of the health care system and health policy formation”.
2. This evokes in me the changes in behaviours for a patient. It includes behavior changes, beliefs and coping strategies, and adhering to medical recommendations. Since the whole person is treated, the patient becomes partly responsible for his treatment. For example, she may be responsible for taking medication and changing beliefs and behaviours

Continue the lesson by describing the explaining the historical development of health psychology.

e) Application activities 5.2:



Possible answers on application activity 5.2.

1. It studied man using dissection, physical investigations and medical examinations.
2. Health psychology challenged the mind-body split by suggesting a role for the mind in both the cause and treatment of illness.
3. Health psychology differs from psychosomatic medicine, behavioral health and behavioral medicine in that research within health psychology is more specific to the discipline of psychology.

Lesson 3: Factors that influence health psychology

a) Learning objective

Describe factors that influence health psychology.

b) Teaching resources

Articles, books, handout notes, diagram, flip chart, chalkboard, markers, pens, pictures, drawings, maps, internet, flip charts, flash cards, and wall charts.

c) Prerequisites/Revision/Introduction

Students have already studied and understood the meaning and nurture of health psychology. They also studied the historical development of health psychology. The competences acquired in previous lessons will help them learn better the factors that influence health psychology.

d) Learning activities

Activity 5.3:

- Have students in small groups.
- Ask them to brainstorm on the questions in student book.
- Invite students present in plenary.
- Provide constructive feedback.
- Link the students' ideas to the new lesson.

Possible answers on activity 5.3



1. Students will provide different examples to explain: For example, (1) health psychology can help in providing interventions when someone feels large amounts of anxiety and experiences headaches or stomach problems. (2) Helping yourself look at your psychological stress and helping you avoid stress eating. Health psychologists will also help you think about exercising to reduce your stress.
2. Genetic disorders, chromosomal abnormalities, nervous system, immune system, individual education, family background, stress, stressful events like war, family support, culture beliefs,

e) Application activities 5.3:



Possible answers on application activity 5.3.

1. The biopsychosocial model offers a holistic description of the biological, psychological and social factors that interact to influence the presence and severity of a psychological health issue in the population.
2. Three aspects : (a) Biological aspect : inherited personality traits and genetic conditions, immune system, nervous system.... (b) Psychological aspect: lifestyle, personality characteristics, and stress levels, coping skills, self-esteem... (c) Social aspect: social support, family relationship, culture beliefs....
3. Suppose you develop a pain in your abdomen, and you remember having had a similar symptom in the past that disappeared in a couple of days. You wouldn't probably seek treatment because you think that the last problem was resolved by itself.

Lesson 4: Understanding health and illness

a) Learning objective

Differentiate health and illness.

b) Teaching resources

Handout notes, reports and videos about health and illness, handouts with classroom-based strategies that relate to this lesson, fact sheets about both contents, internet, flash cards, flip charts, wall charts with graphics to represent information on health and illness.

c) Prerequisites/Revision/Introduction (guidance on how to start the lesson)

The knowledge that students have acquired on the previous lessons (nature and meaning of health psychology, history of health psychology, factors that influence health psychology) will enable them to understand well this lesson about “health and illness”.

d) Learning activities

Activity 5.4:

- Split students in small groups and invite them to read the scenario carefully.
- Ask them to share ideas in their groups.
- Invite students to share through presentation.
- Provide supplements.
- Link the students’ answers to the new lesson.

Possible answers on activity 5.4.



1. Some people were infected and forced into isolation. A small number died; others were hospitalized. Some people were traumatized by the pandemic due to intense stress.
2. *Rwandan were subjected to these measures to fight against the pandemic and try improving their health.*
3. *Practices: putting people in lock down, cleaning hands regularly, closing schools, bars, churches..., putting infected people in isolation, hospitalizing people who were seriously ill, getting tested regularly, starting the campaign of vaccination, etc.*
4. *This does not mean that people cannot get ill. As an example, cases of Covid 19 were still being detected in the country a few years after 2020.*

e) Application activities 5.4:



Possible answers on application activity 5.4.

1.

Broad features of society	Socioeconomic characteristics	Health behaviors	Biomedical factors
<i>Culture, social cohesion, political structure</i>	<i>Education, family, employment,</i>	<i>Tobacco use, alcohol consumption</i>	<i>glucose tolerance, immune status,</i>
Environmental factors		Psychological factors	
<i>Geographical location, remoteness</i>		<i>Stress, trauma</i>	

2.

- a) Health risks: eating fatty foods and a lot of sweets, consuming a lot of alcohol, not to practice physical exercises, spending a lot of time sitting.
- b) Regulating his dietary habits (eating less fatty foods and fewer sweets), abstaining from excessive alcohol use, scheduling for physical activities, going to work on foot wherever possible, taking breaks to unwind and switch positions at work...

Lesson 5: Models of health

a) Learning objective

Apply models of health in health psychology.

b) Teaching resources

Handouts and videos about cognitive theories of personality, handouts with classroom-based strategies that relate to this theory, fact sheets about models of health, internet, flash cards, flip charts, wall charts with graphics...

c) Prerequisites/Revision/Introduction (guidance on how to start the lesson)

The knowledge that students have acquired in the previous lessons (especially the lesson on health and illness) will enable them to understand better this lesson on models of health.

d) Learning activities

Activity 5.5:

- Put students in small groups and invite them to read the scenario in student book.
- Ask them to discuss on questions asked after the scenario.
- Ask each group to make put together their answers and write them on a sheet of paper.
- Ask members of the group to choose 1 member who will present their answers in plenary.
- Ask members of other groups to provide comments and feedback on answers of the group that is presenting.
- Provide supplements.
- Link the students' answers to the new lesson.

Possible answers on activity 5.5.



1. Students' answers will vary. If there are students who know similar cases, they will be asked to explain them.
2. Again, students will provide opinions of people from their areas. There is no good or bad answer. What is important is to share experience.
3. Mbarubukeye needs education about treating different illnesses. He needs to be provided examples of similar cases which were forwarded to the hospitals.

e) Application activities 5.5:



Possible answers on application activity 5.4.

4. It is based on the idea that “humans are inherently biopsychosocial organisms in which the biological, psychological, and social dimensions are inextricably intertwined”.
5. This is the only model of health which relies heavily on machines and technologies. From making a generic drug to performing surgery, everything here requires technology.
6. The three areas in which the biopsychosocial model has offered new insights are:
 - patient’s subjective experience is also as important as objective biomedical data,
 - a comprehensive causation can give fuller and deeper understanding of our health and illness,
 - patients should not be treated as passive recipients of the treatment. They should be given more power in the clinical process.

Lesson 6: Understanding illness in health psychology

a) Learning objective

Explain the concept of health as applied in health psychology.

b) Teaching resources

Handouts and videos about cognitive theories of personality, handouts with classroom-based strategies that relate to this theory, fact sheets about the lesson, internet, flash cards, flip charts, wall charts with graphics...

c) Prerequisites/Revision/Introduction (guidance on how to start the lesson)

This lesson reflects on the previous lessons of this unit. Students have learnt them and need to use that knowledge and become a starting point to study the content of this lesson. Help them to revise those related lessons and link them with this current new lesson so that students can have an image of what they are going to learn. Build a bridge and enhance student teachers understanding of this lesson.

d) Learning activities

Activity 5.6:

- Use the technique of think-pair-share to do this activity.
- Ask students individually to think about the asked questions especially the sentence provided in question 1.
- In pairs, students are asked to discuss and exchange their ideas.
- Ask pairs to present in plenary session.
- Provide supplements and link the students' answers to the new lesson.

Possible answers on activity 5.6.



1. For example, someone may be diagnosed as having Leukaemia through screening without previously having or reported any symptoms.
2. Disease is something that needs to be cured, such as infection, injury, toxic exposure, cell degeneration, etc. Illness is something that needs to be managed such as feeling of pain, discomfort, distress, weakness, fatigue, etc.

e) Application activities 5.6:



Possible answers on application activity 5.6.

1. People make sense of their illnesses through two channels: symptom perception (“I have a pain in my chest”) or social messages (“the doctor has diagnosed this pain as angina”).
2. The stages of the SRM are interpretation, coping and appraisal.
3. Answer: a-v, b-iv, c-ii, d-iii, e-i

5.7 End unit assessment

End unit assessment

1. Examples include:
 - Changing beliefs and behaviour could prevent illness onset.
 - Modifying stress could reduce the risk of a heart attack.
 - Behavioral interventions during illness (e.g. stopping smoking after a heart attack) may prevent further illness.
 - Training health professionals to improve their communication skills and to carry out interventions may help to prevent illness.
2. This can be implemented by:
 - a) **Promoting healthy behaviour.** *For example:*
 - Understanding the role of behaviour in illness can allow unhealthy behaviors to be targeted.
 - Understanding the beliefs that predict behaviors can allow these beliefs to be targeted.
 - Understanding beliefs can help these beliefs to be changed.
 - b) **Preventing illness.** *For example:*
 - Changing beliefs and behaviour could prevent illness onset.
 - Modifying stress could reduce the risk of a heart attack.
 - Behavioral interventions during illness (e.g. stopping smoking after a heart attack) may prevent further illness.
 - Training health professionals to improve their communication skills and to carry out interventions may help to prevent illness.
3. The psycho aspects of health and illness:
 - cognitions (e.g. expectations of health),
 - emotions (e.g. fear of treatment), and
 - behaviors (e.g. smoking, diet, exercise or alcohol consumption).
4. Example: People who are frightened of doctors and dentists may avoid getting the health care they need.

5. The biopsychosocial model of health combines biological, psychological, and sociological aspects. Biological aspect: There were tests to detect cases covid 19, People were vaccinated, medication was administered to sick people, people were advised to put on masks, to use wash regularly their hands, the use of sanitizer, isolation measures, regular statistics to inform people on the case of Covid 19 in the country.... (2) Psychological aspect: There were talks to help people avoid panic, regular conversation with infected people, infected people received call from RBC to check their status and tell them that everything will be ok, Counselling sessions were organized to families and people infected by Covid 19, regular information about the Covid 19 cases in the country to assure people that the country is dealing with the pandemic.... (3) Sociological aspect: adopt new ways of greeting each other, changes in terms of daily routine activities (curfew measures for example), use of mobile money for payment, online learning was introduced to learners, working from homes, limitations of number of people to attend funeral events or marriage celebrations...
6. Examples: Alcohol and drug use, Smoking, Use of tobacco, Poor nutritional habits, Modern life values, white collar jobs increasingly lead to sedentary life, Unsafe Sex.

7.

S/N	Medical model	Holistic model
2	Disease: Pathogenic agents such as chemical irritant or bacteria or cellular abnormalities and can be identified by distinctive symptoms.	Disease: Disharmony between the individual and his/her own environment or a disintegration social, psychological, and spiritual dimension.
4	Role of practitioner: Possesses the necessary specialized knowledge and technical skills to cure disease.	Role of practitioner: Guide, mentor and role model.
5	Role of the patient: The patient must cooperate with the physician and comply with instructions.	Role of the patient: Individual patient is essentially responsible for the outcome of an illness episode.

8. This model promotes education amongst individuals and is also cost effective. It also puts the onus on the individual so that he/ she develops a healthy lifestyle.

- 9.
- Complete this sentence with the correct term: Biomedical model regards treatment in terms of vaccination, medication, chemotherapy, and surgery, all of which aim to change the physical state of the body.
 - The first stage of SRM model explains that an individual may be confronted with the problem of a potential illness through two channels: symptom perception (“I have a pain in my chest”) or social messages (“the doctor has diagnosed this pain as angina”).

5.8 Additional activities

Remedial activities

1. What is meant by health?
- an area within psychology dedicated to understanding psychological influences on health-related processes.
 - the scientific study of the distribution and frequency of disease and injury
 - a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity’
 - a physical or mental disturbance involving symptoms, dysfunction or tissue damage.

Answer: c

1. The following are elements that promote health except:
- Diet
 - Weight control
 - Exercise
 - Smoking

Answer: d

2. What health model states that patients should not be treated as passive recipients of the treatment. They should be given more power in the clinical process.
- Holistic model
 - Medical model
 - Biopsychosocial model
 - Social model

Answer: c

3. Provide three examples of determinants of health for each major group:
- Socioeconomic determinants.
 - Biomedical determinants.
 - Health determinants.

Answer:

- a) education, employment, family, neighborhood, housing....
- b) birth weight, blood pressure, blood cholesterol, immune status,
- c) tobacco use, alcohol consumption, use of illicit drugs, vaccination.

4. Match the two lists of factors causing illness and nature of illness:

- | | |
|---------------|-------------------------|
| 1. Alcohol | (a) respiratory disease |
| 2. Smoking | (b) intestinal illness |
| 3. Junk food | (c) HIV/AIDS |
| 4. Unsafe sex | (d) obesity |

Answer: 1-----b, 2-----a, 3-----d, 4-----c

Consolidation activities

1. Fill in the blanks:

- (a) Relaxation involves _____ breath, holding _____ and _____ slowly while relaxing the muscles.
- (b) Developing a sense of _____ overeating _____ to weight control. (c) The dietary control involves _____ planning, _____ methods, and _____ habits.

Answer:

- (a) Relaxation involves _____ **deep** _____ breath, holding _____ **one's breath** _____ and _____ **tensing** _____ slowly while relaxing the muscles.
- (b) Developing a sense of _____ **self-control** _____ overeating _____ **contributes** _____ to weight control.
- (c) The dietary control involves _____ **meal** _____ **planning**, _____ **cooking** _____ methods, and _____ **eating** _____ habits.

2. Describe the holistic model of health.

Answer: Holistic model considers health as equivalent to “a sense of wellbeing” and disease is not considered as a presence or absence of a pathogenic agents only. Instead, according to the holistic model, a disharmony between social, psychological and spiritual dimensions of one’s life causes disease.

1. State any one limitation of the medical model of health and illness.

Answer: The medical model ignores any role of social, emotional, spiritual and psychological factors in health and illness. Thus, it does not talk about the wellbeing or healing aspect of the disease.

Extended activities

1. Consider the last time you had a physical illness (cough, cold, flu, pain, etc.) or had a medical treatment (medicine, surgery, etc.). Think about the ways in which this impacted upon your Quality of Life.

Answer: *Students will provide different examples of illness and will describe the way it impacts their life. For example: having difficult breathing, they had cold, headache, they lost appetite, they missed lessons, they were not able to attend important meetings, they missed some good opportunities.....*

2. Talk about local strategies for increasing health.

Answer: *Students will give examples such as doing physical exercises and practicing sport, following a diet plan, vaccination, medical insurances*

UNIT 6 | EMOTIONS

6.1. Key unit competence

Illustrate proper coping with and management of emotions.

6.2. Prerequisite (knowledge, skills, attitudes and values)

During this unit, students need to revise the content that they have studied in Senior four. There are units and topics in psychology of senior four and five which are relevant to the study of Emotion and emotional development. This unit requires much to go back and read again the following topics:

- Introduction to psychology
- Introduction to human development
- Theories of human development
- Nature of personality
- Theories of personality
- Theories of Social Psychology
- Group formation

This will simply build the fundamental for the mastery of the content of this unit and become easier for further research whenever it may require them to find other useful information related to this unit.

6.3. Cross-cutting issues to be addressed

Gender education: The fact that emotions, stress are not expressed in the same ways in both females and males. During this unit, gender education will be addressed while focusing on the types of emotions, emotional development, theories of emotion as well as coping with stress. Remind students that females and males have the same opportunity. This unit does not intent to differentiate them rather it opens the gate to everyone to understand how he/she can use their potentials differently and according to their gender roles in emotion and stress management. With these students understand the complement between females and males which need to be appreciated.

Comprehensive sexuality Education (CSE): The teacher needs to equip learners with all necessary information about social and health development, managing emotions which will lead to the comprehensive sexuality education. stress can be a result of not being addressed to this cross-cutting issue. This unit extends the understanding about how both sexes play role in shaping/ development social and health issues which also imply different characteristics of social and health life, students need to understand better that their social and health life may also be differentiated according to their sex which will make them feel proud of their sexes.

Inclusive education: The knowledge and willingness on how to cater for people of students with special educational need depends on how we feel about them. This goes hand in hand on how we express our emotion, how we cope with stress in our daily life. This will be much focused on as teacher understands the individual difference that may arise as result of their difference in emotions. This may help students to understand well how to help one another in different situation as they may fit according to their different emotion. Teacher needs to understand how to cater for individual differences and help them to fit in school environment. Our difference in emotion is also our opportunity to explore our potentials.

Peace and values education: in this unit both students and teacher should understand that they are some of emotional characteristics that may seem unusual, and this requires them to be patient about these behaviors and create a harmonious environment. This cross-cutting issues will also need the teacher to encourage students to shape their emotions positively and have positive values.

6.4. Guidance on introductory activity

- Invite students to observe individually the image which is in the introductory activity.
- Let students share what they are observing to their colleagues.
- Ask them to answer questions, after observation.

Possible answer to introductory activity

- You get stressed.
- Get sad

Others answers are personal and are related to different emotions that people express in different situations

6.5. List of lessons/sub-heading

#	Lesson title/subheading	Learning objectives	Number of periods
1	The meaning and types of emotions	Explain the types of emotions and its effect on human behaviour.	4
2	Theories of Emotions	Compare and contrast theories of emotions.	4
3	Stress and its effect on health	Explain stress and its effect on health.	4
4	Stress management	Develop tips which may help individuals cope with and manage stress.	4
6	Well-being	Identify elements that leads to a sense of well-being.	3
7	End unit assessment		2
	Total number of periods		21

Lesson 1: The meaning and types of emotions

a) Learning objective

Explain the types of emotions and its effect on human behaviour.

b) Teaching resources

Flashcards and flip chart containing different faces, markers, handout and internet connectivity if available.

c) Prerequisites/Revision/Introduction

The importance of nature and nurture in senior four, the way environment and heredity influence human behavior are the basic for personality development. For example, the topic of temperament that they learnt in senior four and five will make them to easily understand better the content of emotion, stress and coping with stress. Help them to navigate that unit and apply the knowledge they get from that unit and integrate it in this lesson.

d) Learning activities

Activity 6.1

- Prepare flash cards that have questions asked in the activity 6.1.
- Invite them to select ones and read it individually.
- They can work in pairs and discuss the question.
- Each pair should present their task.

Possible answers on activity 6.1.



1. Verbal: Verbal emotional expression is more or less how it sounds; using words and language to communicate our emotions to others. This is often done in a way to seek help or share our experiences. And Non-Verbal: Non-verbal emotional expression is when we communicate our feelings through physical actions and expressions without using language. This is often done through facial expressions, hand gestures, or body language. Sometimes non-verbal emotional expressions can be as subtle as a glance or a slight cough during a conversation to let our friends know we are bored, annoyed, or ready to leave that situation.

2. Examples:

- An example of a verbal emotional expression is identifying a feeling with words. Saying things like “I feel disappointed” or “I’m so excited!”
- Another example of how verbal emotional expression is used is a tone of voice. It is possible to identify emotions even when we do not know the language. When we hear someone loudly scream in a harsh tone, we can determine that the person is likely angry.

An example of non-verbal emotional expression that can cross cultures is a smile or even a laugh. This form of emotional expression is recognized across cultures and languages and shows how some forms of expression are innate or physically integrated into who we are as humans. Another example of non-verbal emotional expression is gestures. Gestures, like a nod or handshake, are not the same across cultures but can still signal emotions to others around us. An example of this is that in some cultures, a middle finger in the air is a strong (and often inappropriate) signal that a person is very upset, while it might not mean anything at all in other cultures

e) Application activities 6.1



Possible answers on application activity 5.3.

See the content in students' book.

Lesson 2: Theories of Emotions

a) Learning objective

Compare and contrast theories of emotions.

b) Teaching resources

Handouts and videos about theories of emotion, handouts with classroom-based strategies that relate to these theories, fact sheets about different theorists of emotion (refer to Help a Child resource file), internet, flash cards, flip charts, wall charts with graphics to represent theories of emotion.

c) Prerequisites/Revision/Introduction

In addition to the knowledge from the previous lessons, Students have the image of what is emotion. Guide them and make them and motivate them to follow with much interest and focus of the lesson concerning theories of emotions.

d) Learning activities

Activity 6.2

- Invite students to read individually the scenario and work in pairs to share with the classmate.
- Have some pairs to make presentations.

Possible answers on activity 6.2.



I would be taken aback. I would be sitting in my seat, watching and listening to everyone around me panic, but I wouldn't be able to see or hear them. Because I wouldn't be able to process the fact that I was going to die, my mind and face would be blank. I would be thinking about everyone I care about, my family and friends, and how much I don't want to abandon them... how much it would crush them. I would then try to snap out of it. If I was successful (I'm not sure if I would be mentally strong enough, but I would like to think I would be), I would most likely try to contact my mother, tell her I love her, and ask her to make me dinner. And I would accept it after running through every possible escape scenario in my head and coming up empty. I always said that if I knew I was going to die, I would not panic. I would prefer to make peace with it because it would be easier for me. Once I would have accepted my death, I would spend the rest of my time with my eyes closed, remembering every good thing that had ever happened to me. I would reflect on my favourite memories with each of the people I care about and conclude that I had a good life and was grateful to have lived as long as I did.

e) Application activities 6.2



Possible answers on application activity 5.3.

See the content in students' book.

Lesson 3: Stress and its effect on health

a) Learning objective

Explain stress and its effect on health.

b) Teaching resources

Flashcards and flip chart containing different faces, markers, handout and internet connectivity if available.

c) Prerequisites/Revision/Introduction

This lesson is not separated from previous lessons. It builds a foundation from other topics. The more important and core knowledge that is much relevant to this lesson is the meaning and types of emotion they learn in the first lesson and theories of emotion will help them to have a starting point that make them to learn this lesson with high motivation and easily understand it.

d) Learning activities

Activity 6.3

- Invite students to read the scenario and then work in pairs to share with the classmate.
- Have some pairs to make presentations.

e) Application activities 6.3

Possible answers on activity 6.3.



Answers will vary but the following might be one example: when somebody's spouse dies or is unexpectedly diagnosed with a fatal disease. In both cases, the stress experienced by the surviving spouse would be intense, continuous, and—according to the general adaptation syndrome—would eventually increase vulnerability to illness or disease (exhaustion stage).

Answers to application activity 6.3



Possible answers on application activity 5.3.

I feel that sometimes pressure can be a good thing, working under pressure has taught me how to prioritize and balance my workload. I once had three very important assignments due the same week, but I completed each assignment on time because I meticulously organized and planned how I would tackle each project. Because of my planning and prioritization, I was able to avoid stress altogether.

Lesson 4: Stress management

a) Learning objective

Develop tips which may help individuals cope with and manage stress.

b) Teaching resources

Flash cards and flip chart containing different faces, markers, handout and internet connectivity if available.

c) Prerequisites/Revision/Introduction

This lesson does not stand alone; rather it is interconnected with other lessons learnt previously. Students need to apply knowledge from other lessons learnt from senior four and five of psychology in this lesson, especially, in lesson three of this unit. All these prerequisites will enhance students' prior knowledge and skills to follow with much interest and understanding of this lesson. Teacher needs to guide them effectively with probing questions that direct them to the new lesson.

d) Learning activities

Activity 6.4

- Invite student teachers to read individually the scenario and work in pairs to share with the classmate.
- Have some pairs to make presentations.

Possible answers on activity 6.4.



Cell phones provide some people with a sense of security, while others rely on them for survival. “Take a step back and ask yourself, ‘Suppose the battery dies, what’s the worst that could happen?’. The key is to think ahead of time and to be resourceful. Make a list of numbers you might need before your phone dies and borrow someone else’s phone if you need to make a call. Remember, there was a time when cell phones did not exist, and people got by just fine without them. Remind yourself that it will only be a matter of time before you can charge it again.

e) Application activities 6.4

Ask students to work in groups and develop tips which may help individuals cope with and manage stress.



Possible answers on application activity 6.4.

Please see the content.

Lesson 5: Well-being

a) Learning objective

Identify elements that leads to a sense of well-being.

b) Teaching resources

Flashcards and flip chart containing different information, markers, handout and internet connectivity if available.

c) Prerequisites/Revision/Introduction

The fact that Wellbeing is not about being happy, wealthy or beautiful. Wellbeing is not about just one piece of who you are—individuals are more valuable than that. And this will help students to learn better this lesson called; “Well-being” since they have an understanding on types of emotions, stress and its effect, and coping with stress.

d) Learning activities

Activity 6.5

- Invite students to observe the picture and then work in pairs to answer to questions asked.
- Have some pairs to make presentations.

Possible answers on activity 6.5.



Different ideas related to well-being will be provided.

e) Application activities 6.5

Ask students to work in groups and answer questions asked during application activity 6.5.



Possible answers on application activity 6.5.

- 1) Deit, physical activity, involvement in community life.
- 2) Learning about health, promoting motivation, skills to practice health behaviour, modification of poor health practices.
- 3) Ahar (diet), Achar (conduct) and Vihar and Vichar (recreation and thought).

6.6. End unit assessment

End unit assessment

When a challenge comes up for you, you probably have a handful of go-to strategies to help you deal with it. Even if your approach varies slightly from problem to problem, you probably manage most difficulties in similar ways. You might, for example, be a problem solver. When navigating a challenge or stressful event, you go straight to the source and work at it until you've either fixed what's wrong or brought your stress down to a more manageable level. What if taking immediate action isn't your strong point? Maybe you try to hack your emotions by considering the situation from a different perspective or leaning on loved ones for support. These two approaches represent two distinct coping strategies:

- *Problem-focused coping involves handling stress by facing it head-on and taking action to resolve the underlying cause.*
- *Emotion-focused coping involves regulating your feelings and emotional response to the problem instead of addressing the problem.*

Both strategies can have benefits, but emotion-focused coping may be particularly useful in certain situations.

(Other strategies, please refer to student's book)

Remedial activities

1. Primary emotions are to the _____ pathway as secondary emotions are to the _____ pathway.
 - a. Mild, intense
 - b. Hard, soft
 - c. Fast, slow
 - d. Pleasant, unpleasant
2. When faced with a stressful situation, men are likely to respond with the:
 - a. Fight or flight response
 - b. Hurt then help response
 - c. Fist and knees response
 - d. Tend and befriend response
3. The phenomenon of misattribution of arousal (e.g. thinking you are in love when really you are just scared) is best explained by which theory of emotion?
 - a. The James-Lange theory
 - b. The two-factor theory
 - c. The Cannon-Bard theory
 - d. The wishful thinking theory
4. Which of the following is NOT a kind of non-verbal communication?
 - a. Facial expression
 - b. Crying
 - c. Swearing
 - d. Tone of voice
5. Which of the following is classed as a basic emotion?
 - a. Guilt
 - b. Shame
 - c. Jealousy
 - d. Disgust

6. The ability to control one's emotions is known as:
- Facial feedback
 - Interpersonal intelligence
 - Emotional regulation
 - Emotional contingency
7. When faced with a stressful situation women are likely to respond with the:
- Fight or flight response
 - Hurt then help response
 - Fist and knees response
 - Tend and befriend response
8. Social support can have both _____ and _____ effects on our happiness.
- Minimal, continuous
 - Maximal, sporadic
 - Direct, appreciation
 - Indirect, cumulative
9. People who are experiencing high levels of arousal from one event tend to experience unrelated emotions more strongly too. This is called:
- General adaptation syndrome
 - Spreading activation
 - The Cannon-Bard hypothesis
 - Excitation transfer
10. Both the slow and fast emotional pathways are controlled by the:
- Thalamus
 - Hypothalamus
 - Frontal cortex
 - Amygdala
11. According to Selye's general adaptation syndrome, the third stage of our reaction to stress is:

- a. Exhaustion
- b. Resistance
- c. Mobilization

12. According to the Cannon-Bard theory of emotion:

- a. Emotional experience and physiological arousal occur at the same time
- b. Emotional experience precedes physiological arousal
- c. Physiological arousal precedes emotional experience
- d. We cannot experience different emotions

13. According to the James-Lange theory of emotion:

- m. Emotional experience and physiological arousal occur at the same time
- n. Emotional experience precedes physiological arousal
- o. Physiological arousal precedes emotional experience
- p. We cannot experience different emotions

14. The most stressful life event included in the Holmes and Rahe Stress Scale is:

- a. Being sent to jail
- b. Getting divorced
- c. Being fired from work
- d. Death of a spouse

15. According to the two-factor theory of emotion, emotion equals:

- a. Arousal plus cognition
- b. Arousal plus intelligence
- c. Attribution plus explanation
- d. Attribution plus cognition

Possible Answers:

- 1) c
- 2) a
- 3) b
- 4) c
- 5) d
- 6) c
- 7) d
- 8) c

Consolidation activities

Question: How does culture influence the expression of emotions?

Possible answer: Emotional expression involves posture, facial expression, actions, words and even silence. Cultural similarities in the facial expression of emotions such as anger, fear, disgust, sadness, happiness etc. have been observed. It must, however, be noted that facial expression can, in some cases, be also misleading. The display rules that regulate emotional expression and emotional vocabulary do vary across cultures. It has been found that children would cry when distressed, shake their heads when defiant and smile when happy. Despite similarities in expressions of certain basic emotions, cultures do vary in why and how they express emotions.

Extended activities

Question 1: Does physiological arousal precede or follow an emotional experience? Explain.

Possible answer:

William James and Carl Lange argued that the perception about bodily changes, like rapid breathing, a pounding heart and running legs following an event, – brings forth emotional arousal.

This theory of emotion holds that body's reaction to a stimulus produces emotional reaction.

The theory suggests that environmental stimuli elicit physiological responses from viscera (the internal organs like heart and lungs), which in turn, are associated with muscle movement.

James-Lange theory argues that your perception about your bodily changes, like rapid breathing, a pounding heart, and running legs, following an event, brings forth emotional arousal.

Canon and Bard contradicted to the James-Lange theory.

According to this theory, felt emotion and the bodily reaction in emotion are independent of each other; both get triggered simultaneously.

This theory of emotion holds that bodily changes and the experience of emotion occurs simultaneously.

Theory claims that the entire process of emotion is governed by thalamus.

Thalamus conveys the information simultaneously to the cerebral cortex and to the skeletal muscles and sympathetic nervous system. The cerebral cortex then determines the nature of the perceived stimulus. By referring to the past experiences. This determines the subjective experience of emotion. Simultaneously the sympathetic nervous system and the muscles provide physiological arousal and prepare the individual to take action.

As proposed by the theory we first perceive potential emotion-producing situation which leads to activity in the lower brain region such as the hypothalamus which in turn sends output in two directions:

- a) To internal body organs, external muscles to produce bodily expressions.*
- b) To cerebral cortex where the pattern of discharge from the lower brain areas is perceived as felt emotion.*

Question 2. *Is it important to consciously interpret and label emotions in order to explain them? Discuss giving Suitable examples.*

Answer: Schacter-Singer theory: In 1970, the American psychologists Stanley Schachter and Jerome Singer, while adopting an eclectic approach to both the earlier theories of emotion, introduced a new theory named Cognitive theory of emotion.

They suggested that our physical arousal together without perception and judgement of situation (cognition) jointly determine which emotions we feel.

In other words, our emotional arousal depends on both physiological changes and the cognitive or mental on both physiological changes and the cognitive or mental interpretation of those changes. One cannot work without the other.

The necessary detection and explanation for an emotional state always rests with the interpretation of situation. Since this interpretation is purely a subject of cognitive functioning, the cognitive factors are said to be the potent determiners of our emotional states.

The views expressed by Schachter and Singer was also supported by Magda Arnold by stating that cognitive processes control how we interpret our feelings and how we act on them. She used the term Cognitive Appraisal for the identification and interpretation of emotion provoking stimuli.

A third element, in understanding the relationship between physical reactions and emotional experience aroused on account of the perception of an emotion provoking stimulus.

Cognitive theory helped us to learn that the emotional experience and physiological changes through which we pass are determined by the way we interpret a situation through the cognitive element of our behaviour in the form of our previous knowledge and our interpretation of the present situation directly affect our emotional experience.

Question 3: Why is it important to manage negative emotion? Suggest ways to manage negative emotions.

Possible answer:

It is important to control negative emotions in order to ensure an effective social functioning. Positive emotions should be enhanced. We can reduce/manage negative emotions in the following manner.

Negative emotions like fear, anxiety, disgust are such emotions if allowed to prevail for a long time, they are likely to have adverse effects on our well-being. Anxious individuals find it difficult to concentrate. They are not able to take decisions. Depression impairs individuals ability to think rationally, feel realistically and work effectively.

Following tips prove useful to manage negative emotion effectively:

- **Enhance self-awareness:** *to get insight into your own emotions and this makes you understand them in a better way. Knowing about your capabilities and limitation helps.*
- **Appraise the situation objectively:** *An evaluation of situation and gaining insight into it determines the level and direction of emotion.*
- **Self-monitoring:** *A periodic evaluation of past accomplishments, emotional and physical states and other positive experiences enhance faith in yourself and leads to contentment.*
- **Self-modelling:** *Analysing past performances and the positive aspects attached to it provides with inspiration and motivation to perform better next time.*
- **Perceptual reorganization and cognitive restructuring:** *Changing old patterns and following new positive ones. Restructure your thoughts to enhance positively and eliminate negative thoughts.*
- **Be creative:** *Take up some hobby or develop and interest in something creative and innovative. Create fun for yourself by pursuing such activity of interest.*
- **Develop and nurture good relationship:** *One who shares good interpersonal relationship with others never feel alone and disheartened.*

Empathy: Looking at other's situation as it was your own. Understanding others well help you in understanding your own self in a better way. It adds meaning to your life.

Participation in community services: this can prove to be very effective in creating a balance of emotion in your life.

UNIT 7

INTRODUCTION TO PSYCHOLOGICAL DISORDERS

7.1. Key unit competence

Determine the effects of psychological disorders on individuals' thoughts, feelings and actions.

7.2. Prerequisite (knowledge, skills, attitudes, and values)

Students have prerequisite in psychology studied in S5. They are aware of anxiety learned in psychoanalytic theory of personality which results in persistent infight between the Id and the Superego. They are aware of defense mechanisms used by the Ego to defend against anxiety. To be able to learn psychological disorders, students must build on knowledge acquired in lessons of psychology in S5 especially the content related to psychoanalytic theory and personality in general. Students will also build on competence acquired in Unit 5 of this book (Introduction to health psychology) to able to learn better the unit on psychological disorders.

7.3. Cross-cutting issues to be addressed

During this unit “personality typology” cross cutting issues such as genocide studies, gender, peace and value education and inclusive education will be addressed.

Genocide studies: This cross-cutting issue will be tackled when dealing with different personality disorders such as mood disorders, anxiety disorders.... The teacher will explain that some people might present symptoms of trauma or depression as a result of genocide. He/she will take the opportunity to explain that genocide is something which need to be prevented and that people who experienced that bad situation need to be helped physically and mentally.

Gender: The teacher should bear in mind that all students (girls and boys) have equal opportunities and rights to study. When forming group activities, assigning tasks and responsibilities, asking questions, and giving feedback tutor should include both girls and boys.

Peace and value: Through teaching and learning, the culture of peace and values should be promoted. In group, students learn to share resources and

ideas with respect. They also learn to solve their problems in a peaceful manner. **Inclusive education** will be tackled all along the unit. The lesson will be inclusive. This means that learners. Both genders will be respected in doing activities and answering questions. For example, in some activities requiring group work, the teacher must make sure that inclusive education is respected.

7.4. Guidance on introductory activity

- Put students into groups by respecting gender and inclusiveness.
- Distribute 2 sheets of paper: (1) The first one containing the scenario, (2) the second one containing guidance on how the activity will be done.
- Invite two groups to exchange their works and provide feedback.
- Invite groups to present in plenary.
- Supplement students' presentations and link students' answers on the new lesson.

Possible answer to introductory activity

1. Everything about Paul seems strange: His attitudes, behaviour, thinking and imagination. Incoherence in his actions and what he says.
2. Students will provide different opinions in their groups and will discuss on them. Some might feel scared, others do not fear such kind of people. The teacher must guide all discussions in groups.
3. Paul is judged to be abnormal based on his unusual behaviours (actions, speech and attitudes).

7.5. List of lessons/sub-heading

	Lesson title/ subheading	Learning objectives	Number of periods
1	Psychological disorders: Definition and historical background	Explain key terms related to psychological disorders.	4
2	Perspectives on abnormality (different trends)	Identify the perspectives of psychopathology in society	4
3	Anxiety disorders	Explain anxiety disorders and differentiate them from other types of disorders.	4

4	Somatoform disorders	Describe different somatoform disorders.	3
5	Dissociative disorders	Characterize dissociative disorders among other types of psychological disorders.	4
6	Personality disorders	Justify how personality disorders may influence the behaviour of an individual.	4
7	Mood disorders	Establish the link between mood disorders and other types of psychological disorders.	3
8	Schizophrenia	Characterize the different types of schizophrenia.	4
9	Psychosexual disorders	Adopt the attitude of preventing psychosexual disorders in everyday life.	3
10	Psychosocial deviances	Explain psychological deviances studied in class and link them to various psychosocial deviances they observe in daily life.	4
11	End unit assessment		2
	Total number of periods		39

Lesson 1: Psychological disorders: Definition and historical background

a) Learning objective:

Explain key terms related to psychological disorders.

b) Teaching resources:

Handouts and videos about operant conditioning theory, handouts with classroom-based strategies that relate to this lesson, fact sheets, internet, flash cards, flip charts, wall charts with graphics....

c) Prerequisites/Revision/Introduction:

Students already have knowledge of the concept of personality and related terms. They will build on this knowledge to be able to learn better the knowledge included in this lesson about meaning and history of psychological disorders.

d) Learning activities

Activity 7.1:

- Invite students to join small groups and give them sheets of paper containing questions.
- Provide clear instructions about how the work will be done.
- Distribute flipcharts on which answers will be written.
- Ask students to fix their flipchart on classroom walls.
- Ask 1 student to stay with the flip chart in order to provide explanations about their work.
- Request other students to move around the class. Arriving to the flipchart, they will receive explanations and ask for clarifications.
- Proceed in the same way until all flipcharts were visited.
- The teacher will comment on the students' answers and will supplement them.

Possible answers on activity 7.1.



1. It is commonly believed that psychological disorder is something to be ashamed of because of the stigma attached to mental illness. It means that people are hesitant to consult a psychiatrist or psychologist because they are ashamed of their problems.
2. Umusazi, umutamutwe, umurwayi wo mu mutwe, umwehu, uwo bwayaze, umucyama, bihurihuri, ntabwenge, yayu, uwabonye ubwato....
3. No. We cannot support those designations since a psychological disorder is a type of illness like others (malaria, cancer, covid 19...) and can be treated to enable people resume their normal lives.

e) Application activities 7.1:



Possible answers on application activity 7.1.

1. Those 4 Ds are: *deviant, distressing, dysfunctional and dangerous.*
 - **deviant** (*different, extreme, unusual, even bizarre*),
 - **distressing** (*unpleasant and upsetting to the person and to others*),
 - **dysfunctional** (*interfering with the person's ability to carry out daily activities in a constructive way*),
 - **dangerous** (*to the person or to others*).
2. **Biological causes:** *Many disorders run in the family. For example, the chances of the son or daughter developing schizophrenia are greater if either of their parents is suffering from it as compared to children of parents who do not have the disorder.*

Lesson 2: Perspectives on abnormality

a) Learning objective

Identify the perspectives of psychopathology in society.

b) Teaching resources

Handouts with classroom-based strategies that relate to these perspectives of abnormality, fact sheets about different theorists, internet, flash cards, flip charts, wall charts with graphics to represent the lesson under study.

c) Prerequisites/Revision/Introduction

Students have already knowledge in the nature and meaning abnormality, abnormal behaviour and psychological disorders. Students will build on competences acquired in lesson 1 to understand better this lesson about perspectives of abnormality.

d) Learning activities

Activity 7.2:

- Invite students to work in pairs and read the scenario written on sheets of paper.
- Ask them to answer the asked questions.
- Invite pairs to exchange sheets of paper for comments.
- Ask them to share their findings in plenary sessions.
- Supplement students' answers.

Possible answers on activity 7.2.



1. Abnormal behavior may be defined as behavior that is disturbing, distressing, maladaptive, and often the result of distorted thoughts.
2. Running away from him/her, praying, locking him/her in a room, tie his/her limbs, look for a traditional healer, bring him/her to health centre...
3. Some activities include: (1) Protecting him/her from being abused by people, (2) preventing him/her committing crimes, (3) showing love to him, (4) taking him to the hospital, (5) helping him/her to take medications as prescribed by doctors, putting him in isolation in case he/she is very aggressive....

e) Application activities 7.2:



Possible answers on application activity 7.2.

1. Medical perspective focus on biological and physiological factors as causes of abnormal behavior, which is treated as a disease, or mental illness, and is diagnosed through symptoms and cured through treatment. In contrast, psychodynamic perspective contends that psychological disorders are the consequence of anxiety produced by unresolved, unconscious conflicts. Treatment focuses on identification and resolution of conflicts.
2. The social cultural perspective sees behaviour as learned within a social context ranging from the family to the community, to the culture. Cultural variables, acquired through learning and cognitive processes are believed to be important in producing abnormal behaviour.

Lesson 3: Anxiety disorders

a) Learning objective

Explain anxiety disorders and differentiate them from other types of disorders.

b) Teaching resources

Handouts with classroom-based strategies that relate to anxiety disorders, fact sheets about different theorists, internet, flash cards, flip charts, wall charts with graphic, projectors....

c) Prerequisites/Revision/Introduction

Having already acquired the knowledge on personality, having also studied the nature of abnormal behaviour and psychological disorders, the student will be building on the previous lessons, to better learn the lesson on anxiety disorders.

Learning activities

Activity 7.3:

- Invite students to work in groups and read the scenario written on sheets of paper.
- Ask them to answer the asked questions.
- Invite groups to exchange sheets of paper for comments.
- Ask them to share their findings in plenary sessions.
- Supplement students' answers.

Possible answers on activity 7.3.



1. The behaviour of Bwiza is not normal. Being scared without any cause is not normal. Fear does not come without reason. You cannot hide inside a room without justification.
2. Signs include rapid heart beating, sweating, falling short of breath, attacks and panic, fear of being caught in traffic during attack, the feeling of going crazy and going to die, being locked in a room.

d) Application activities 7.3:



Possible answers on application activity 7.3.

1. The answer is b: post-traumatic disorder
2. Anxiety and mood disorders: What distinguishes anxiety disorders from mood disorders is: mood disorders involve states of persistent positive or negative emotion, or mood, typically elation and/or depression. Anxiety disorders, however, refer to states of perceived threat, tension, apprehension, impending danger and so on.
3. Agoraphobia

This scenario is an example of anxiety disorders. It is an example of “**generalized anxiety disorder**”, where anxiety is chronic and is felt in a variety of situations.

Lesson 4: Somatoform disorders

a) Learning objective

Describe different somatoform disorders.

b) Teaching resources

Handouts with classroom-based strategies that relate to anxiety disorders, fact sheets about different theorists, internet, flash cards, flip charts, wall charts with graphic, projectors....

c) Prerequisites/Revision/Introduction

Having already acquired the knowledge on personality, having also studied the nature of abnormal behaviour, psychological disorders, and some types of disorders (anxiety disorders), the student will be building on the previous lessons, to better learn the lesson on somatoform disorders. The previous lessons will serve as prerequisite to this new lesson.

d) Learning activities

Activity 7.4:

- Use the technique of think-pair-share: Invite students to think individually on the question.
- Ask them to share the ideas with their classmates in a pair.
- Invite pairs to exchange sheets of paper for comments.
- Ask them to share their findings in plenary sessions.
- Supplement students' answers.

Possible answers on activity 7.4.



Students are free to give their answers. There is no correct answer. The important thing is to describe the experience.

e) Application activities 7.4:



Possible answers on application activity 7.4.

1. Answer: d
2. Answer: b

Lesson 5: Dissociative disorders

a) Learning objective

Characterize dissociative disorders among other types of psychological disorders.

b) Teaching resources

Flash cards, textbooks, printed copies, internet, smart classroom equipment.

c) Prerequisites/Revision/Introduction

Student teachers have learnt different psychological disorders (anxiety disorders, dissociative disorders). They have acquired a deep understanding of a psychological disorder. Therefore, they will build on this knowledge to learn in a better way the lesson on dissociative disorders.

d) Learning activities

Activity 7.5:

- Organise students into pairs and distribute to them pictures for observation.
- Ask them to share their observations and comments.
- Ask them to share their findings in plenary sessions.
- Supplement students' answers.

Possible answers on activity 7.5.



Students provide their comments. For example: The person on the picture seems to be disconnected from herself. There are five persons in 1. The picture shows that this person is having trouble and tough time. With reference to psychological disorder, she can be described as having abnormal behaviour.

e) Application activities 7.5:



Possible answers on application activity 7.5.

1. Dissociative amnesia, dissociative fugue, dissociative trance disorder, dissociative identity disorder, and depersonalization.
2. The answer is d
3. An individual with dissociative amnesia is unable to recall important personal information, usually following an extremely stressful or traumatic experience such as combat, natural disasters, or being the victim of violence. On the other hand, people with dissociative identity disorder exhibit two or more separate personalities or identities, each well-defined and distinct from one another.
4. Symptoms of dissociative disorder can vary but may include:

- feeling uncertain about who you are
 - having multiple distinct identities
 - feeling little or no physical pain
5. The answer is d
6. The answer is c

Lesson 6: Personality disorders

a) Learning objective

Justify how personality disorders may influence the behaviour of an individual.

b) Teaching resources

Flash cards, textbooks, printed copies, internet, smart classroom equipment.

c) Prerequisites/Revision/Introduction

In previous units, students were exposed to different types of psychological disorders. Helped by the teacher, they will be well equipped with necessary knowledge and skills to develop deep understanding of personality disorders.

d) Learning activities

Activity 7.6:

- Invite students to work in groups and read the scenario written on sheets of paper.
- Ask them to answer the asked questions.
- Invite groups to exchange sheets of paper for comments.
- Ask them to share their findings in plenary sessions.
- Supplement students' answers and link them to new lesson.

Possible answers on activity 7.6.



- a) He was diagnosed as having significant psychosis and he was disturbed.
- b) Feeling that the staff at the hospital are against him.
- c) He was guarded and evasive in his answers.
- d) He was disorganized and having paranoia.
- e) He was loud, intrusive and agitated.

e) Application activities 7.6:



Possible answers on application activity 7.6.

1. You are given a list of types of personality disorder : Dependent, histrionic, paranoid, schizoid, narcissistic, antisocial, avoidant, passive aggressive, obsessive compulsive, schizotypal, borderline. Put them under their correct clusters in the table below.

Cluster A (disorders marked by odd or eccentric behaviors)	Cluster C (disorders marked by anxious or fearful behaviors)	Cluster B (disorders characterised by dramatic, emotional or erratic behaviors)
- paranoid - schizoid -schizotypal	- antisocial - borderline - histrionic - narcissistic	- avoidant - dependent - obsessive compulsive - passive aggressive

2. Differentiate between narcissistic personality disorder and histrionic personality disorder.

Answer: People with this disorder are lively and dramatic, always drawing attention to themselves. While Narcissistic Personality Disorder refers to a person who tends to describe her/himself in grandiose terms.

3. The answer is a
4. The answer is a

Lesson 7: Mood disorders

a) Learning objective

Establish the link between mood disorders and other types of psychological disorders.

b) Teaching resources

Handouts with classroom-based strategies that relate to this mood disorders, fact sheets about different theorists, internet, flash cards, flip charts, wall charts with graphics, projectors...

c) Prerequisites/Revision/Introduction

In this unit, especially in the lesson 3, students have learned anxiety disorders which should have similar characteristics with mood disorders. The student will build on knowledge acquired all along this unit so far to learn well the lesson about mood disorders.

d) Learning activities

Activity 7.7:

- Invite students to work in pairs and read the scenario written on sheets of paper.
- Ask them to answer the asked questions.
- Invite pairs to exchange sheets of paper for comments.
- Ask them to share their findings in plenary sessions.
- Supplement students' answers.

Possible answers on activity 7.7.



Students' answers are different. An example of answers:

- I was overwhelmed by anxiety.
- I thought it was the end of my life.
- I did not accept losing a relative.
- I stopped speaking and was crying.
- Etc.

e) Application activities 7.7:



Possible answers on application activity 7.7.

1. Case study 1: Mania, Case study 2: Major depressive disorder
 - Symptoms of mania: People suffering from mania become euphoric ('high'), extremely active, excessively talkative, and easily distractible. Manic episodes rarely appear by themselves; they usually alternate with depression.
 - Symptoms of Major depressive disorder: symptoms which may include change in body weight, constant sleep problems, tiredness, inability to think clearly, agitation, greatly slowed behaviour, and thoughts of death and suicide. Other symptoms include excessive guilt or feelings of worthlessness.
2. Examples include: death of a friend, family member...illness/accident, important news, decisions, disappointment, burglary, illness/accident to others, role or job change, residence change
3. **Type A:** Type A depression refers to a disorder with a genetic or biochemical basis. As such, we use the term "endogenous" (**caused from within**) to refer to this type of depression. **Type B:** This type of depression refers, in general, to depression **externally caused**. It has been called exogenous, characterologic, personal, reactive and neurotic.

Lesson 8: Schizophrenia

a) Learning objective

Characterize the different types of schizophrenia.

b) Teaching resources

Flash cards, textbooks, printed copies, internet, smart classroom equipment.

c) Prerequisites/Revision/Introduction

Students have already knowledge in health psychology. They have learnt previous lessons in this unit which talk about different personality disorders. The knowledge, skills and attitudes acquired in these lessons are a good foundation to better learn the lesson about schizophrenia.

d) Learning activities

Activity 7.8:

- Invite students to work in pairs and read the scenario written on sheets of paper.
- Ask them to answer the asked questions.
- Invite pairs to exchange sheets of paper for comments.
- Ask them to share their findings in plenary sessions.
- Supplement students' answers.

Possible answers on activity 7.8.



1.
 - She said that she made a terrible robot which was going to cause damage but could not show it.
 - She was vague in providing details about her robot.
 - She brought a picture of luxurious car in a place of robot.
 - Calculations consisted of repeating meaningless symbols.
 - She believed that she is a super genius.
 - She said she can hear things other people cannot hear and that she was in communication with other creatures.
2. Because they are bizarre and disconnect from reality.

e) Application activities 7.8:

Possible answers:

1. These are (a) Positive symptoms (delusions and hallucinations), (b) Negative symptoms (pathological deficits), and (c) psychomotor symptoms.
2. Sub-types of schizophrenia:

- Paranoid type
 - Disorganised type
 - Catatonic type
 - Undifferentiated type
 - Residual type
3. The answer is c
 4. The answer is b
 5.
 - a) Avolition is the inability to start or complete a course of action.
 - b) Alogia is the poverty of speech.
 6.
 - (a) examples of catatonic rigidity: maintaining a rigid, upright posture for hours.
 - (b) example of catatonic posture: assuming awkward, bizarre positions for long period of time.
 7. **Answer:** Stress, drug abuse

Lesson 9: Psychosexual disorders

a) Learning objective

Adopt the attitude of preventing psychosexual disorders in everyday life.

b) Teaching resources

Flash cards, textbooks, printed copies, internet, smart classroom equipment.

c) Prerequisites/Revision/Introduction

Students have knowledge in personality disorders, mood disorders, anxiety disorders and health psychology. They will build on this knowledge to learn the content related to sexual psychology in a better way.

d) Learning activities

Activity 7.9:

- Invite students to work in groups and read the scenario written on sheets of paper.
- Ask them to discuss the question.
- Ask each group to design a member who can report.
- Invite groups to present their findings in plenary session.
- Supplement students' answers and link them to new lesson.

Possible answers:

Possible answers on activity 7.9.



Students will provide opinions about how they should react and what they should do. These are examples of possible answers:

- Respect his sexual orientation and it is normal to be gay.
- Homosexuality is something unnatural and deviant behaviour.
- There is no scientific evidence to prove homosexuality is inborn. I should help him to change back to heterosexual.
- I find gay unacceptable, and I will not see this patient.
- I denounce him and take the case to the police.
- Etc.

e) Application activities 7.9:



Possible answers on application activity 7.9.

1. Categorize the sexual dysfunctions of male and female in this table.

Male sexual dysfunctions	Female sexual dysfunction
<ul style="list-style-type: none">– Erection dysfunction– Premature ejaculation– Male orgasmic disorder– Male hypoactive sexual desire disorder– Somatoform disorder	<ul style="list-style-type: none">– Hypoactive sexual desire– Female orgasmic disorder– Vaginismus

2.

- a) Erectile dysfunction: **Impotence**
- b) Hypoactive sexual desire disorder for a female: **Frigidity**

3. Answer:

- Hypoactive sexual desire
- Sexual aversion disorder
- Dyspareunia

4. **Answer:** When the individual's desire for sex is absent.

5. **Answer:** It is a sexual disorder in which sexual intercourse is painful.

6. Sexual variance

Lesson 10: Psychosocial deviances

a) Learning objective

Explain psychological deviances studied in class and link them to various psychosocial deviances they observe in daily life.

b) Teaching resources

Handouts with classroom-based strategies that relate to psychosocial deviances, fact sheets about different this content, internet, flash cards, flip charts, wall charts with graphics, projectors...

c) Prerequisites/Revision/Introduction

All along this unit, students have learnt different lessons about psychological disorders. They have studied personality disorders which seem to have some similar cases in psychosocial deviances. Based on this content, they will be able to learn in a better way the content that is developed in this lesson.

d) Learning activities

Activity 7.10:

- Form small groups of learners and distribute sheets of paper containing the scenario.
- Ask them to read carefully the scenario and discuss the asked questions.
- The teacher makes sure he controls every activity in groups.
- Ask them to write down their answers and choose a member of the group who can read their answers in plenary session.
- Supplement students' answers and link them to new lesson.

Possible answers on activity 7.10.



1. Students will provide different answers and explain their position.
2. Some students may say that they were shocked by the story because even animals cannot do that. Coming from a man with reason, it seems beyond a person's understanding. What shocked is the way the man killed her wife and the fact that he was not feeling guilty.
NB: Answers may vary.
3. Animal, crazy, killer, murderer, evil-possessed, etc.
4. Students will tell their stories if they have had similar cases.

e) Application activities 7.10



Possible answers on application activity 7.10.

1. Taking drugs, playing loud music, inappropriate sexual conduct, bullying, voyeurism, menacing gestures, etc.
2. They maintain a normal life as a cover for criminal activity.

7.6. Additional information for teacher

1. Classification of mental disorders

The classification of mental disorders is also known as psychiatric nosology or psychiatric taxonomy. It represents a key aspect of psychiatry and other mental health professions and is an important issue for people who may be diagnosed. There are currently two widely established systems for classifying mental disorders:

- Chapter V of the tenth International Classification of Diseases (ICD-10) produced by the World Health Organization (WHO);
- The Diagnostic and Statistical Manual of Mental Disorders (DSM-5) produced by the American Psychiatric Association (APA).

Both list categories of disorders thought to be distinct types and have deliberately converged their codes in recent revisions so that the manuals are often broadly comparable, although significant differences remain.

History of Diagnostic and Statistical Manual of Mental Disorders (DSM)

In 1918, the American Medico-Psychological Association (presently the American Psychological Association, or APA) issued the Statistical Manual for Use of Institutions for the Insane. It did not catch on.

In 1928, the American Psychiatric Association issued another edition, but it was too narrowly focused. It looked primarily at neuroses and psychoses.

By World War II, the military had its own nomenclature system.

The World Health Organization (WHO) issued the International Classification of Diseases-6 (ICD-6); it contained a section on mental disorders, but it needed modification for use in the United States.

DSM-I

The APA published the Diagnostic and Statistical Manual of Mental Disorders in 1952; it was based on the ICD-6 and the military system.

The first DSM contained about 60 disorders and was based on theories of abnormal psychology and psychopathology.

Problems: DSM was criticized for its reliability and validity. The major limitation of the DSM was that the concept had not been scientifically tested.

DSM-II

The DSM-II was published in 1968 but still had criticism over its validity and reliability. Changes in the DSM-II included eleven major diagnostic categories, with 185 total diagnoses for mental disorders. Additionally, increased attention was given to children and adolescents in the DSM-II. For example, the diagnostic category of Behavior Disorders of Childhood-Adolescence was presented for the first time.

In 1974, the seventh printing of the DSM-II no longer listed homosexuality as a disorder.

DSM-III

The DSM-III was published in 1980. This dramatically changed the field of psychology.

The five-part multi-axial diagnostic system, still used today, first appeared in DSM-III.

DSM-III provided specific diagnostic criteria for 265 diagnoses.

Dr. Robert L. Spitzer was appointed to lead the changes to the DSM in 1974. He was largely involved in creating the discrete diagnostic categories of the DSM-III, as opposed to a dimensional model of diagnosis.

As with the DSM-II, many significant changes were made in the third edition of the DSM. For example, previously many of the anxiety disorders were lumped together as one diagnosis of Anxiety Neurosis. The DSM-III broke that broad diagnosis down to include many different anxiety disorders such as generalized anxiety disorder (GAD), panic disorder, agoraphobia, and social phobia. In fact, the term “neurosis” was removed from the DSM-III altogether. Furthermore, social issues came into play with the development of the DSM-III. Racism was considered as a mental disorder to be added, but after much deliberation and research was not included. Post-traumatic stress disorder was added to the DSM at this time. Also, the DSM-II category of “sexual orientation disturbance” was changed to “ego-dystonic homosexuality.”

DSM-III-R

The revision for DSM-III was published in 1987.

297 diagnoses

DSM-IV

The DSM-IV was published in 1994.

This edition was more research based as far as criteria and diagnoses are concerned.

365 diagnoses.

DSM-IV-TR

The newest revision of the DSM was published in 2000.

This volume is heavily research based and includes information about the etiologies of the disorder.

DSM-V

The newest revision, DSM-V, will be available in 2012, with final approved edition expected May 2013.

Joint effort between the American Psychiatric Association, the National Institute of Mental Health, the World Health Organization, and the World Psychiatric Association.

Efforts began in 2000 and have involved 13 conferences with international involvement.

Some of the proposed changes include:

- Modifications of various disorder spectrums, such as including Asperger's disorder within the autism spectrum.
- Modifications of terminology, such as replacing use of "mental retardation" with "intellectual disability".
- Improved methods of assessment.
- Large scale inclusion of new criteria to all aspects, with some proposed removals and integrations

Five axes in DSM

The DSM-IV-TR (Text Revision, 2000) consisted of five axes (domains) on which disorder could be assessed. The five axes were:

Axis I: Clinical Disorders (all mental disorders except Personality Disorders and Mental Retardation)

Axis II: Personality Disorders and Mental Retardation

Axis III: General Medical Conditions (must be connected to a Mental Disorder)

Axis IV: Psychosocial and Environmental Problems (for example limited social support network)

Axis V: Global Assessment of Functioning (Psychological, social and job-related functions are evaluated on a continuum between mental health and extreme mental disorder)

The axis classification system was removed in the DSM-5 and is now mostly of historical significance. The main categories of disorder in the DSM are:

DSM Group	Examples
Disorders usually first diagnosed in infancy, childhood or adolescence. Disorders such as ADHD and epilepsy have also been referred to as developmental disorders and developmental disabilities.	ADHD
Delirium, dementia, and amnesia and other cognitive disorders	Alzheimer's disease
Mental disorders due to a general medical condition	AIDS-related psychosis
Substance-related disorders	Alcohol use disorder
Schizophrenia and other psychotic disorders	Delusional disorder
Mood disorders	Major depressive disorder, Bipolar disorder
Anxiety disorders	Generalized anxiety disorder, social anxiety disorder
Somatoform disorders	Somatization disorder
Factitious disorders	Münchhausen syndrome
Dissociative disorders	Dissociative identity disorder
Sexual and gender dysphoria	Dyspareunia, Gender dysphoria
Eating disorders	Anorexia nervosa, Bulimia nervosa
Sleep disorders	Insomnia
Impulse control disorders not elsewhere classified	Kleptomania
Adjustment disorders	Adjustment disorder
Personality disorders	Narcissistic personality disorder
Other conditions that may be a focus of clinical attention	Tardive dyskinesia, Child abuse

2. Eating Disorders

A) Introduction

Having an Eating Disorder is much more than just being on a diet. An Eating Disorder is a condition that permeates all aspects of each sufferer's life, is caused by a variety of emotional factors and influences and has profound effects on the people suffering and their loved ones.

An **eating disorder** is a compulsion to eat, or avoid eating, that negatively affects both one's physical and mental health. Eating disorders affect every part of the person's life. Feelings about work, school, relationships, and day-to-day activities are determined by what has or has not been eaten.

For a growing proportion of kids and teens, that concern can grow into an obsession that can become an eating disorder. Eating disorders such as **anorexia nervosa** or **bulimia nervosa** cause dramatic weight fluctuation, interfere with normal daily life, and damage vital body functions. Generally, eating disorders involve self-critical, negative thoughts and feelings about body weight and food, and eating habits that disrupt normal body function and daily activities

B) Types of Eating Disorders

❖ Anorexia nervosa

i) Definition

Anorexia nervosa is deliberate and sustained **weight loss** driven by a fear of distorted **body image**. In other words, anorexia involves loss of appetite while nervosa implies emotional reasons. Anorexia Nervosa is not to be confused with **anorexia**, which is its symptomatic general loss of appetite or disinterest in food. It represents the refusal to maintain normal, healthy body weight. Anorexics don't really lose their appetite, they actually may really want to eat food, but they refrain.

To be anorexic, a person must be 15% of his/her ideal weight. Most anorexics weigh 25-30% below their ideal weight. Also, anorexics have an intense fear of gaining weight. Irrespective of continued weight loss, they have a fear that they are overweight, and will gain weight. Thirdly, anorexics have a distorted sense of their body shape, despite being very thin. They often believe that they are fat and still need to lose more weight. Anorexics typically weigh themselves frequently throughout the day, and look at particular body parts, and spend more time gazing at themselves more critically. They often exercise to the point that it is punishing.

ii) Subtypes of Anorexia Nervosa

DSM-IV categorises Anorexia Nervosa into 2 subtypes:

Restricting type: they try to avoid food intake to prevent gaining weight but eats enough to appease family and friends. They seem to be described as having deep feelings of mistrust of others, and a tendency to cope with their problems through denial.

Binge/purge type: they have small binges that lead to purging behaviours. This type is generally more pathological; they exhibit more personality disorders, have more impulsive behaviour, have more drug and alcohol abuse, and have more suicide attempts than the restricting type. Their course is more chronic than is the restricting type's.

Anorexics are commonly perfectionists, driven to succeed; yet they set unattainable standards of performance for themselves. When they fail to meet these standards, they look for a part of their lives they can control; food and weight become that "control" for them. Low self-esteem and constant self-criticism cause anorexics to constantly fear losing control, and even consuming a small amount of food could be considered a loss of control.

c) Medical consequences

Cardiovascular Complications: slowness of heart rate, irregular heartbeat, fluid in the sac enclosing the heart, heart Failure.

Metabolic Complications: yellowing of the skin.

Impaired taste: hypoglycaemia

Fluid and Electrolyte Complications: dehydration, weakness, tetanus

Hematological Complications: susceptibility to bleeding, anaemia

Dental Problems: decalcification, tooth decay

Endocrine complications: amenorrhea (missing 3 normal periods in a row), lack of sexual interest, impotence.

Gastrointestinal Complications: salivary gland swelling, acute expansion of the stomach, constipation.

General Complications: weakness, hypothermia

The most serious medical complications of anorexia nervosa are heart failure, acute expansion of the stomach to the point of rupturing, kidney damage.

❖ Bulimia Nervosa

a) Definition

Bulimia nervosa is a cyclical and recurring pattern of binge eating (uncontrolled bursts of **overeating**) followed by guilt, self-recrimination and over compensatory behaviour such as **crash dieting**, overexercising and **purging** to compensate for the excessive caloric intake. Bulimia usually means “ox hunger”. It includes rapid bingeing. Eating is seen (by the patient) to be out of control. The patient is engaging in purging techniques.

Bulimics often have “binge food,” which is the food they typically consume during binges. The binge episode leads the individual to feel guilt, shame, embarrassment, and complete failure. Bulimics try to regain control of themselves and the situation by purging the food—making up for their mistake. This leads to feeling famished and empty again, and therefore, another uncontrollable binge, followed by feeling powerless, and the vicious binge/purge cycle continues. Bulimics have extreme eating and exercising habits, instead of demonstrating moderation. This compulsive behavior is often echoed in similar destructive behavior such as sexual promiscuity, pathological lying, and shoplifting. Some bulimics not only struggle with the eating disorder, but they have other harmful behaviors as well.

b) Subtypes of Bulimia Nervosa

Purging type: There is evidence that purging type bulimics are more psychopathological than non-purging bulimics. They have more frequent bingeing, more co-morbid anxiety and depression than the non-purgers, more entrenched negative attitudes towards eating, and are distinguishable from binge-purge anorexia because the anorexics must be 15% below their normal body weight, where the bulimics don't have to be 15% below their normal body weight.

Non-purging type: They fast or exercise excessively after bingeing. Non-purging type involves rapid consumption of enormous amounts of food, often upwards of 2000-4000 calories (twice that required for the normal person in one day). Some people consume 15000 to 20000 calories in one episode.

The DSM says that bingeing has to be eating an excessive amount of food within 2 hours. The bingeing usually continues until the person is uncomfortably full. After the binge is over, there are feelings of disgust and discomfort and there is a fear of weight gain. These feelings and fears together lead to purging behaviours. The purging techniques include self-induced vomiting or using laxatives. Alternatively, the people exercise excessively (57% of bulimics). About 57% of college students have binges. Bulimics must have at least 2 binges per week for 3 months to meet the DSM-IV criteria. Bulimia nervosa patients are afraid of gaining weight, and their self-esteem is dependent on regulating their weight. They also have a distorted view of their body image – they see themselves as fat, even when their weight is normal.

c) Medical complications

Renal complications: Dehydration, Kidney disease

- Gastrointestinal complications
- Electrolyte abnormalities
- Dental problems
- Laxative abuse complications
- Other abnormalities

iii) Etiology (causes) of Eating Disorders

1. Biological factors

Genetics – Both anorexia and bulimia run in families. Female relatives of women with an eating disorder are 5 times more likely to develop an eating disorder themselves. Concordance rates among monozygotic twins were 20% and 10% in dizygotic twins.

Hypothalamus – this is the key brain center in regulating hunger and eating. Lesions of the hypothalamus lead to weight loss and loss of appetite. The anorexics are still hungry; they just don't eat. Their hypothalamus model fails to help us understand why people are still hungry, why they have a distorted body image, and why the fear becoming fat.

Endogenous Opioids – these are substances produced by the body that reduce pain sensations and are released during periods of bingeing. Bingeing in anorexia is accompanied by release of opioids, which condition starving behaviour. Bulimia may also cause the release of opioids.

Serotonin – the serotonin system is currently being researched extensively. This may relate to greater impulsivity which could lead to binge eating.

2. Family Factors

Family conflict – high levels of conflict within the family with parental denial. Families are socially isolated and have very little social support. There is guilt, frustration, fear and hurt, and the person with the disorder becomes part of the family dynamic. The expression of emotion becomes discouraged in these families.

3. Psychological Factors

Low self-esteem (at least in terms of their physical appearance); low perceived control. Pre-occupation with how others feel about them. Early social anxiety may be related to later eating disorder incidence. Purging behaviors in these cases may be used to relieve social anxiety.

iv) Treatments

Treatment focuses on helping kids cope with their disordered eating behaviors and establish new patterns of thinking about and approaching food. This can involve medical supervision, nutritional counselling, and therapy. The professionals will address a child's perception about his or her body size, shape, eating, and food. Kids who are severely malnourished may require hospitalization and ongoing care after their medical condition stabilizes. Generally, the earlier the intervention (ideally, before malnutrition or a continual binge-purge cycle starts), the shorter the treatment required.

1. Medications: Drug treatments have not been found to be effective in treating anorexia. When medication is prescribed, it is usually an SSRI (antidepressants). Co-morbid depression may be helped by the SSRI's. There have been some reports of SSRI's (antidepressants) being helpful in treating bulimia. Prozac (an SSRI) leads to a 60% reduction in bingeing. As soon as the patient is off of the SSRI, the patient returns to bingeing.

- Tricyclics reduced bingeing 47%
- Prozac reduces bingeing 65%

2. Cognitive behavioural therapy: Therapist focuses on what bingeing does to the person's body. Looks at the benefits of continuing to purge and use laxatives (doesn't actually help reduce weight). Therapist schedules 5-6 mealtimes throughout the day and tries to schedule small meals throughout the day to prevent cravings. He/she helps people develop coping strategies. This method results in 75% having a significant reduction in purging, and 57% had elimination in purging altogether. Cognitive behavioral therapy remains the preferred treatment for bulimia. Parents can help prevent kids from developing an eating disorder by nurturing their self-esteem and encouraging healthy attitudes about nutrition and appearance. Also, if you are worried that your child may be developing an eating disorder, it's important to intervene and seek proper medical care.

7.7. End unit assessment

End unit assessment

1. The social cultural perspective sees behaviour as learned within a social context ranging from the family to the community, to the culture. Cultural variables, acquired through learning and cognitive processes are believed to be important in producing abnormal behaviour.

2. These three scenarios are examples of anxiety disorders.

Example 1 refers to **panic disorder**, where the anxiety is sudden and overwhelming.

Example 2 is concerned with **phobic disorder**; anxiety is aroused by a specific stimulus.

- Example 3 refers to **obsessive compulsive disorder** where thinking certain thoughts and not doing certain behaviours arouses intense anxiety.

3. The answer is d

4. The answer is d

5. The answer is b

6. The answer is d

7. The answer is b

8. Answer:

- Limited efficacy against negative symptoms
- Inadequate treatment of cognitive impairment
- Low acceptability to some patients

9. **Answer:** Decrease in both positive and negative symptoms and mood disturbances, and improved social functioning.

10. The answer is d

11. **Answer:** Zoophilia

12. **Answer:** Transsexualism is characterised by a strong desire to become a person of opposite sex while transvestism is characterised by dressing in the clothing of the opposite sex.

13. **Answer:** None of the above

14. **Answer:**

- Repeatedly performing acts that are against the law and are grounds for arrest. For example, destruction of property, theft or physical assault.

- Deceitfulness or manipulation. For example, repeatedly lying or conning others, whether for personal profit or pleasure.
- Impulsivity or failure to plan ahead.
- Aggression or irritability. For example, frequent physical fights or assaults on others.
- A reckless disregard the safety of others as well as personal safety.
- Etc.

7.8 Additional activities

Remedial activities

Define health psychology.

Answer: Health psychology is an area within psychology dedicated to understanding psychological influences on health-related processes.

List at least three disciplines which are related to health psychology.

Answer: Epidemiology, public health, anthropology, sociology, psychology...

What are threats to health psychology (at least 3)?

Answer: alcohol, smoking, unsafe sex, etc.

What is meant by delusion?

Answer: a false belief that is firmly held on inadequate grounds.

Which disorders can we find in cluster A of personality disorders?

Answer: paranoid, schizoid, schizotypal

Consolidation activities

Mention at least 2 perspectives of abnormality.

Answer: Medical perspective, psychodynamic perspective, behavioural perspective, cognitive perspective.

What is meant by abnormal anxiety?

Answer: anxiety which is persistent and coupled with no objective danger or threat.

Provide examples of phobias.

Answer: agoraphobia, social phobia, simple phobia

What are the main types of dissociative disorders?

Answer: dissociative amnesia, dissociative fugue, dissociative trance disorder, dissociative identity, depersonalization

Provide at least 5 characteristics of psychopathic.

Answer: insincerity, unreliability, absence of nervousness, lack of remorse and shame, inadequate motivated antisocial behaviour, etc.

What is meant by sodomy?

Answer: sexual practice thought by a given society or culture to be in violation of natural behavior pattern.

If psychopaths pretend to care about the feelings of others, what about sociopaths?

Answer: They make it clear that they don't care what others feels.

Extended activities

Case story: The most prolific serial killer of all time, Elizabeth Bathory specialized in causing horrible pain. She was born in 1560 and served as countless in the kingdom of Hungary but has since become known for her sadistic crimes. The number of her victims is disputed but it is believed that she was responsible for torturing and killing hundreds of girls between 1585 to 1610. The execution method of her crimes is disturbing, as she would torture them to eat their flesh (body), stabbing them with needles and burning parts of the face, genitalia, and many others. She tortured them for weeks and many would starve or else be burned or frozen to death. It is widely believed that would bathe in their blood under the delusion that it would help her retain her youth. Elizabeth was kept in small rooms after her crimes were revealed, two guards watched her die in the last days of her life (Bhambhani & Prakash, 2021, p. 21).

Question: What shows that Elizabeth Bathory was a Psychopath?

Answer:

She specialized in causing horrible pain.

She was known for her sadistic crimes.

She was known for torturing and killing hundreds of girls.

She would torture them to eat their flesh (body), stabbing them with needles and burning parts of the face, genitalia, and many others.

She tortured people (girls) for weeks and many would starve or else be burned or frozen to death.

She would bathe in their blood under the delusion that it would help her retain her youth.

UNIT 8

PREVENTION OF PSYCHOLOGY DISORDERS

8.1. Key unit competence

Apply preventive measures to counter abnormal thoughts and behaviours

8.2. Prerequisite

Students will learn and understand better this unit since they have understood the introduction to Psychological Disorders learned in senior six, unit seven. In this unit, students will need to refer and make comparison to their everyday school experiences related to varied people with disorders in their respective communities.

8.3. Cross-cutting issues to be addressed

Gender education: The teacher should bear in mind that all students (girls and boys) have equal opportunities and rights to learn. Therefore, when forming group activities, assigning tasks and responsibilities, asking questions, and giving feedback teacher should include both girls and boys.

Peace and Values Education

This cross-cutting issue will be addressed throughout this unit by making students aware of the root causes of conflicts, violence and disturbances among students. Students must be able to resolve conflict that arises among themselves.

Environment and sustainability

This may be broadly understood to mean our surroundings. The teacher will mention it by emphasizing the ways of protecting the environment not destroying it especially when collecting and using materials.

Inclusive education

When teaching this unit, the teacher will address specific needs and differences among students. All students including those with special educational needs will be catered for. Teacher will avoid any kind of discrimination.

8.4. Guidance on introductory activity

- Invite students to read the scenario in pairs.
- Ask each pair to discuss the questions from the scenario.
- Invite some pairs to present their answers.
- Let learners ask questions for more clarifications.
- Provide supplements and constructive feedback.

Possible answer to introductory activity

Answer 1 :

Mukeshimana suffered from anxiety disorder after losing her job ; post traumatic stress disorder (PTSD) after the death of her husband especially when the children could not go to school ; mood disorders due to depression leading to suicidal risk .

Answer 2 :

- People should have approached her and talk to her so that she feels loved and cared to prevent her from seeking peace of mind through excessive alcohol consumption
- Family members and friends could involve Mukeshimana in pleasurable/ leisure activities to help her relax her mind and deliberating the mind from toxic thoughts
- Integrate her in various group activities

Give supplementary needed explanations for students to consolidate and extend their learning.

8.5. List of lessons

	Lesson title/subheading	Learning objectives	Number of periods
1	Risk factors influencing psychological disorders <ul style="list-style-type: none"> • Anxiety disorders • PTSD 	Explain the risk factors influencing psychological disorders	2
2	Risk factors influencing psychological disorders <ul style="list-style-type: none"> • Somatoform disorders • Dissociative disorders • Mood disorders • Schizophrenia 	Explain the risk factors influencing psychological disorders	2
3	Risk factors influencing psychological disorders <ul style="list-style-type: none"> • Personality disorders • Disorders in childhood • Psychosexual disorders • Psychosocial deviances 	Explain the risk factors influencing psychological disorders	3
4	Prevention Strategies for Psychological disorders <ul style="list-style-type: none"> • Anxiety disorders • Obsessive-Compulsive disorders • PTSD • Somatoform disorders 	Evaluate preventive strategies for psychological disorders	2
5	Prevention Strategies for Psychological disorders <ul style="list-style-type: none"> • Dissociative disorders • Mood disorders • Schizophrenia • Personality disorders 	Evaluate preventive strategies for psychological disorders	2
6	Prevention Strategies for Psychological disorders <ul style="list-style-type: none"> • Childhood disorders • Psychosexual disorders • Psychosocial deviances 	Evaluate preventive strategies for psychological disorders	2
7	End unit assessment		2
	Total number of periods		15

Lesson 1: Risk factors influencing psychological disorders: Anxiety; PTSD

Learning objective

Explain the risk factors influencing psychological disorders.

Teaching resources

Flip chart, markers, flash cards, books, handouts, computers and internet.

Prerequisites/Revision/Introduction

The knowledge that students have from previously learned unit 7 **'Introduction to Psychological Disorders'** learned in senior six will facilitate them to learn better this lesson one (Risk factors influencing psychological disorders: Anxiety; PTSD).

Learning activities

Activity 8.1.

- Form groups of five students.
- Bring students in smart classroom and/or in library.
- Invite them to research and discuss how biological, genetic and psychological factors can influence psychological disorders.
- Invite some groups to share their findings in plenary.
- Let some learners ask questions for more clarifications.
- Provide supplements and constructive feedback.

Possible answers on activity 8.1.



- There are Psychological problems that are caused by illness. Body changes due to imbalance growth can cause some psychological problems. This is caused by the neurotransmitters in the brain.
- Hormonal changes/imbalance can interfere with some behaviour : for example people with high level of testosterone are susceptible to develop aggression.
- Many genes combine to bring about various behaviours and emotional reactions,
- Some mental disorders have psychological explanations : maternal deprivation during early years influence the child behaviour in adulthood
- Some socio-cultural factors like wars, harmful practices, prejudices, discrimination, poverty, unemployment, etc. put stress on us and can lead to psychological problems. Family structure can also influence the way children behave. For example, the first born receives more care from the parents than the third which influence their behaviour.

Give a supplementary needed explanation on concepts related to intelligence.

Application activities 8.1



Possible answers on application activity 8.1.

Risk factors for PTSD :

- Trauma experience, greater trauma severity, lack of immediate social support, and more subsequent life stress.
- Traumatic events that involve harm by others (e.g., combat, rape, and sexual molestation) carry greater risk.
- Factors that increase the risk of PTSD include female gender, low socioeconomic status, low intelligence, personal history of mental disorders, history of childhood adversity (abuse or other trauma during childhood), and family history of mental disorders.
- Personality characteristics such as neuroticism and somatization (the tendency to experience physical symptoms when one encounters stress) have been shown to elevate the risk of PTSD.
- People who experience childhood adversity and/or traumatic experiences during adulthood are at significantly higher risk of developing PTSD.

Lesson 2: Risk Factors Influencing Psychological Disorders: Somatoform disorders ; Dissociative disorders; Mood disorders ; Schizophrenia

Learning objective

Explain the risk factors influencing psychological disorders.

Teaching resources

Flash cards, markers, books, handouts, computer and internet

Prerequisites/Revision/Introduction

The knowledge that students have from previously learned unit 7 '**Introduction to Psychological Disorders**' learned in senior six will facilitate them to learn better this lesson 2 (Risk factors influencing psychological disorders: somatoform disorders; Dissociative disorders; Mood disorders). They can also refer to the lesson one (Risk factors influencing psychological disorders: Anxiety; PTSD) of this unit.

Learning activities

Activity 8. 2.

- Bring students to the smart classroom.
- Ask them to make a research and find out and discuss the concept of dissociative disorders. and the factors that can worsen the disorders (risk factors).
- Ask to work in pairs and share what they have found.
- Have some pairs make presentations.
- Ask students some questions in order to support their ideas.

Possible answers on activity 8.2.



Somatoform disorders can be worsened by :

- Having anxiety or depression
- Having a medical condition or recovering from one
- Being at risk of developing a medical condition, such as having a strong family history of a disease
- Experiencing stressful life events, trauma or violence
- Having experienced past trauma, such as childhood sexual abuse
- Having a lower level of education and socio-economic status

Dissociative disorders :

- Those who have suffered from long-term sexual, emotional or physical abuse during childhood often have the greatest risk of developing dissociative identity disorder and other dissociative disorders.
- Adults and children who have experienced other stressful and traumatic events, for example, kidnapping, war, torture, natural disasters or stressful medical procedures, are also susceptible to developing this condition.

Give supplementary needed explanations for students to consolidate and extend learning.

Application activities 8.2



Possible answers on application activity 8.2.

Possible answer to application activity 8.2

- Somatoform

Risk factors for somatic symptom disorder include:

- Having anxiety or depression
- Having a medical condition or recovering from one
- Being at risk of developing a medical condition, such as having a strong family history of a disease
- Experiencing stressful life events, trauma or violence
- Having experienced past trauma, such as childhood sexual abuse
- Having a lower level of education and socio-economic status

Dissociative disorders

Risk factors:

- Those who have suffered from long-term sexual, emotional or physical abuse during childhood often have the greatest risk of developing dissociative identity disorder and other dissociative disorders.
- Adults and children who have experienced other stressful and traumatic events, for example, kidnapping, war, torture, natural disasters or stressful medical procedures, are also susceptible to developing this condition.

Mood disorders :

Risk factors for Major depressive disorder:

- It is more common among women than among men
- unemployment (including homemakers)
- being separated, divorced or widowed

Lesson 3: Risk Factors Influencing Psychological Disorders: Personality disorders; Disorders in childhood; Psychosexual disorders; Psychosocial deviances

a) Learning objective

Explain the risk factors influencing psychological disorders.

b) Teaching resources

Flash cards, markers, books, handouts, computer and internet.

c) Prerequisites/Revision/Introduction

Students will learn best this lesson 3 since they have knowledge about previously learned unit 7 '**Introduction to Psychological Disorders**' learned in senior six. They can also refer to lesson one and two previously learned in this unit 8.

d) Learning activities

Activity 8.3.

- Bring students to the smart classroom.
- Ask them to make a research and find out the causes of personality disorders, disorders in
- childhood, psychosexual disorders and psychosocial deviances..
- Ask to work in pairs and share what they have found.
- Have some pairs to make presentations.
- Ask students some questions in order support their ideas.
- Provide constructive feedback and supplements.

Possible answers on activity 8.3.



Some causes will be genetic related and others will be environment related.

For example :

Genetic causes: Certain personality traits may be passed on to you by your parents through inherited genes. These traits are sometimes called your temperament.

Environmental causes: This involves the surroundings you grew up in, events that occurred, and relationships with family members and others.

Give supplementary needed explanations for students to consolidate and extend learning.

e) Application activities 8.3



Possible answers on application activity 8.3.

Answer 1 :

- **Faulty socialisation** : the individual becomes a social deviant when he/she fails to conform to the norms of the group. The school as a socialisation agent may fail to inculcate in the new students the strong morals. For example, deviance proneness is more potential in the lower classes mainly because of failure in socialisation.
- **Weak sanctions** : Sanctions refer to the rewards or punishments used to establish social control or to enforce norms in a society. If the positive sanctions (rewards) for conformity and the negative sanctions (punishments) for deviance are weak, the individual may simply neglect them.
- **Poor enforcement of the law**: Even though the sanctions are stronger they are often not enforced effectively due to the too small enforcement staff. Because of this the validity of the norm is weakened. For example, it is not possible for a handful of traffic police staff to enforce traffic rules on all vehicle riders. The result is, many ignore and some even openly violate traffic rules.
- **Ease of rationalisation**: the violators of norms try to satisfy their conscience by inventing some plausible rationalisation. Such people have constructed an intricate system of 'ego defense' or defense mechanisms which they use to brush aside the reactions and comments of other people. For example, the police officers may rationalise their regular habit of taking bribes by saying that they are paid very low salary.
- **Unjust or corrupt enforcement**: People may lose respect for law and norms when they have no faith in law enforcement agency or authority. It is known that police corruption and illegal violence damage very much respect for the law in the areas affected by such practices.
- **Ambivalence of the Agents of Social Control**: Ambivalence refers to the co-existence in one person of opposing emotional attitudes towards the same object. For example, A doctor with such ambivalent attitude may inflict sexual crime on young and beautiful female patients. Policemen, teachers, parents, business superiors, all may have such complex personalities with unconscious deviant tendencies.
- **Sub-cultural support of deviances**: Different groups have different ideas of permissible behaviour. The range of acts that would be approved by the working class people differs from that which would be approved by the middle class people. What is non-conforming in the outside world

becomes conforming in the group. For example, the frustrated children of the working class flock together in little gangs. The subculture of this gang may emphasise malice and negativism.

- **Sentiments of Loyalty to Deviant Groups:** When once a person is involved in a deviant group he is obliged to co-operate with other members. He will find it difficult to 'betray' his co- members and suffer their disapproval and rejection. He is forced to approve of the behaviour even if he no longer believes in their activities.
- **Indefinite Range of Norms:** Some norms relating to some values are not probably specified. For example, the scope of patriotism and freedom (political values) is not clearly defined. Hence, some even defend their deviant behaviour in the name of patriotism and freedom. Thus, one may use harsh language against another in the name of freedom.
- **Secrecy of Violations:** Some susceptible persons are more prone to commit deviant acts if they are assured that such acts are not going to be made public. For example, sex crimes and illegal abortions very often take place because of the confidence on the part of the actors that their behaviour would remain secret.

Answer 2 :

Students will highlight factors similar to the Rwandan context and others. For example,

Lesson 4: Prevention strategies for psychological disorders: Anxiety disorders; Obsessive-Compulsive disorders; Posttraumatic Stress Disorders (PTSD); Somatoform disorders.

a) Learning objective

Evaluate preventive strategies for psychological disorders.

b) Teaching resources

Flip chart, markers, Flash cards, books, computers and internet.

c) Prerequisites/Revision/Introduction

Students will learn best this lesson 4 since they have knowledge about previously learned unit 7 '**Introduction to Psychological Disorders**' from senior six. They can also refer to lesson one, two and three previously learned in this unit 8.

d) Learning activities

Activity 8.4.

- Put students in groups.
- Bring students to the smart classroom and/or school library.
- Ask them to make a research and find out the prevention strategies of anxiety, obsessive-compulsive disorders, posttraumatic stress disorders and somatoform disorders.
- Have some groups make presentations.
- Allow students questions in order support their ideas.
- Provide constructive feedback and supplements.

Possible answers on activity 8.4.



Prevention strategies for :

Anxiety disorders

Take the following steps to help moderate anxiety :

- Reduce intake of caffeine, tea, cola, and chocolate.
- Before using over-the-counter (OTC) or herbal remedies, check with a doctor or pharmacist for any chemicals that may make anxiety symptoms worse.
- Maintain a healthy diet.
- Keep a regular sleep pattern.
- **Avoid alcohol, cannabis, and other recreational drugs:** Alcohol and drug use can cause or worsen anxiety. If you're addicted to any of these substances, quitting can make you anxious. If you can't quit on your own, see your doctor or find a support group to help you.
- **Get help early:** Anxiety, like many other mental health conditions, can be harder to treat if you wait.
- **Stay active:** Participate in activities that you enjoy and that make you feel good about yourself. Enjoy social interaction and caring relationships, which can lessen your worries.

Obsessive-compulsive disorders

Practicing self-care can help manage your symptoms and can include:

- Getting quality sleep.
- Exercising regularly.

- Eating a healthy diet.
- Spending time with loved ones who support you and understand OCD.
- Practicing relaxation techniques, such as meditation, yoga, massage and visualization.
- Joining an in-person or online support group for people who have OCD.

Coping mechanisms for PTSD

- **Follow your treatment plan:** Although it may take a while to feel benefits from therapy or medications, treatment can be effective, and most people do recover. Remind yourself that it takes time. Following your treatment plan and routinely communicating with your mental health professional will help move you forward.
- **Learn about PTSD:** This knowledge can help you understand what you're feeling, and then you can develop coping strategies to help you respond effectively.
- **Take care of yourself:** Get enough rest, eat a healthy diet, exercise and take time to relax. Try to reduce or avoid caffeine and nicotine, which can worsen anxiety.
- **Don't self-medicate:** Turning to alcohol or drugs to numb your feelings isn't healthy, even though it may be a tempting way to cope. It can lead to more problems down the road, interfere with effective treatments and prevent real healing.
- **Break the cycle:** When you feel anxious, take a brisk walk or jump into a hobby to re-focus.
- **Stay connected:** Spend time with supportive and caring people — family, friends, faith leaders or others. You don't have to talk about what happened if you don't want to. Just sharing time with loved ones can offer healing and comfort.
- **Consider a support group:** Ask your mental health professional for help finding a support group, or contact veterans' organizations or your community's social services system. Or look for local support groups in an online directory.

Prevention for Somatoform disorders

Little is known about how to prevent somatic symptom disorder. However, these recommendations may help.

- **If you have problems with anxiety or depression, seek professional help** as soon as possible.
- **Learn to recognize when you're stressed** and how this affects your body — and regularly practice stress management and relaxation techniques.
- **If you think you have somatic symptom disorder, get treatment early** to help stop symptoms from getting worse and impairing your quality of life.
- **Stick with your treatment plan** to help prevent relapses or worsening of symptoms.

Give supplementary needed explanations for students to consolidate and extend learning.

e) Application activities 8.4



Possible answers on application activity 8.4.

Match the prevention strategy to its best corresponding disorder.

S/N	Prevention strategies	Disorders
1	Reduce intake of caffeine, tea, cola, and chocolate.	Anxiety
2	Practicing relaxation techniques, such as meditation, yoga, massage and visualization.	Obsessive-Compulsive Disorders
3	Learn to recognize when you're stressed and how this affects your body — and regularly practice stress management and relaxation techniques.	Somatoform
4	Stay active: Participate in activities that you enjoy and that make you feel good about yourself. Enjoy social interaction and caring relationships, which can lessen your worries.	Anxiety
5	If you think you have somatic symptom disorder, get treatment early to help stop symptoms from getting worse and impairing your quality of life.	Somatoform
6	Stay connected: Spend time with supportive and caring people — family, friends, faith leaders or others. You don't have to talk about what happened if you don't want to.	PTSD
7	Spending time with loved ones who support you and understand OCD.	Obsessive-compulsive disorder
8	Don't self-medicate: Turning to alcohol or drugs to numb your feelings isn't healthy, even though it may be a tempting way to cope. It can lead to more problems down the road, interfere with effective treatments and prevent real healing.	PTSD
9	Exercising regularly.	Obsessive-Compulsive Disorders
10	Keep a regular sleep pattern.	Anxiety

Lesson 5: Prevention Strategies for Psychological Disorders: Dissociative disorders; Mood disorders; Schizophrenia; Personality disorders

a) Learning objective

Evaluate preventive strategies for psychological disorders.

b) Teaching resources

Flip chart, markers, Flash cards, books, computers and internet

c) Prerequisites/Revision/Introduction

Students will learn best this lesson 5 since they have knowledge about previously learned unit 7 **'Introduction to Psychological Disorders'** from senior six. They can also refer to lesson one, two, three and four previously learned in this unit 8.

d) Learning activities

Activity 8.5.

- Bring students to the smart classroom.
- Ask them to make a research and find out the consequences of the lack of treatment or prevention for dissociative and mood disorders.
- Ask to work in pairs and share what they have found.
- Have some pairs to make presentations.
- Ask students some questions in order support their ideas.
- Provide constructive feedback and supplements.

Possible answers on activity 8.5.



If no treatment or no prevention actions are taken the disorders will become worse.

For example : Dissociative Disorders

Complications if dissociative disorders are not dealt effectively

People with dissociative disorders are at increased risk of complications and associated disorders, such as:

- Self-harm or mutilation
- Suicidal thoughts and behaviour
- Sexual dysfunction
- Alcoholism and drug use disorders
- Depression and anxiety disorders

- Post-traumatic stress disorder
- Personality disorders
- Sleep disorders, including nightmares, insomnia and sleepwalking.
- Eating disorders
- Physical symptoms such as light headedness or non-epileptic seizures
- Major difficulties in personal relationships and at work

Give supplementary needed explanations for students to consolidate and extend learning.

e) Application activities 8.5



Possible answers on application activity 8.5.

Consequences if Dissociative disorders are poorly treated :

- Self-harm or mutilation
- Suicidal thoughts and behavior
- Sexual dysfunction
- Alcoholism and drug use disorders
- Depression and anxiety disorders
- Post-traumatic stress disorder
- Personality disorders
- Sleep disorders, including nightmares, insomnia and sleepwalking.
- Eating disorders
- Physical symptoms such as light-headedness or non-epileptic seizures
- Major difficulties in personal relationships and at work

Lesson 6: Prevention Strategies for Psychological Disorders: Childhood Disorders; Psychosexual disorders; Psychosocial deviances

a) Learning objective

Evaluate preventive strategies for psychological disorders.

b) Teaching resources

Computers, internet, Flip chart, markers, books, Flash cards and handouts.

c) Prerequisites/Revision/Introduction

Students will learn best this lesson 6 since they have knowledge about previously learned unit 7 **'Introduction to Psychological Disorders'** from senior six. They can also refer to lesson one, two, three, four and five previously learned in this unit 8.

d) Learning activities

Activity 8.6

- Invite students to read the scenario.
- In pairs, ask them to answer to the questions from the scenario.
- Ask some pairs to share their answer to the whole class.
- Provide constructive feedback and supplements.

Possible answers on activity 8.6.



Answer 1 : The behaviour of the lady and the guy is not accepted by the society, it is illegal, it is inappropriate, it unsocial, etc.

Answer 2 : The behaviour was not corrected as the lady was not fined for the crime committed. Now that the lady did not face any consequences, the behaviour will not be eradicated rather it will replicate because the other will find it normal.

Give supplementary needed explanations for students to consolidate and extend learning.

e) Application activities 8.6



Possible answers on application activity 8.6.

Answer : The following are measures to be taken by societies to eradicate deviances or anti-social behaviour

- Provision of the reliable psychological protection of children and adolescents;
- Formation of socially valuable traditions among adolescents, which could displace criminal and addictive actions;
- Support of youth organizations with positive goals and prohibition of the activity of anti-social groups;
- Adoption of the youth policy that meets modern requirements;
- Support of the institution of the family, struggling with orphanacy;
- Promotion of the development of social work and its modernization;
- Active work with “difficult families”;
- Provision of equal opportunities in education;
- Provision of information for prospective parents about education, the improvement of the level of social responsibility and literacy of the population;
- An increase in the role of the family and the school in the society;
- Improvement of the laws to protect children’s rights and creation of organizations aimed at helping children and adolescents.

8.6 End unit assessment

End unit assessment

Answer 1.

Risk factors influencing anxiety disorders include :

- **Trauma:** Children who endured abuse or trauma or witnessed traumatic events are at higher risk of developing an anxiety disorder at some point in life. Adults who experience a traumatic event also can develop anxiety disorders.
- **Stress due to an illness:** Having a health condition or serious illness can cause significant worry about issues such as your treatment and your future.
- **Stress build-up:** A big event or a build-up of smaller stressful life situations may trigger excessive anxiety — for example, a death in the family, work stress or ongoing worry about finances.
- **Personality:** People with certain personality types are more prone to anxiety disorders than others are.
- **Other mental health disorders:** People with other mental health disorders, such as depression, often also have an anxiety disorder.
- **Having blood relatives with an anxiety disorder:** anxiety disorders can run in families.
- **Drugs or alcohol:** Drug or alcohol use or misuse or withdrawal can cause or worsen anxiety.

Answer 2 a

- Withdrawal from friends and family
- A drop in performance at school
- Trouble sleeping
- Irritability or depressed mood
- Lack of motivation

Answer 2 b

- Having a family history of schizophrenia.
- Some pregnancy and birth complications, such as malnutrition or exposure to toxins or viruses that may impact brain development.
- Taking mind-altering (psychoactive or psychotropic) drugs during teen years and young adulthood.

Answer 3.

The following are tips for behaviour management for the child with ADHD:

- **Spending quality time with your child each day** “special time”. During this time, let them pick an activity. Then simply focus on enjoying your child and their interests.
- **Use positive reinforcement when your child behaves well.** Experts encourage parents to notice their child’s good behavior at least five times a day and offer simple praise for it.
- **Keep your expectations reasonable:** Base them on what’s appropriate for your child’s age and focus on only a few tasks at a time. Clearly explain what type of behavior you expect from your child in order to be rewarded. If you have several appropriate rewards, let the child choose from among them to increase ownership in the program.
- **Using negative consequences:** The last step in behavioral management is providing negative consequences for bad behavior. It is important to explain bad behavior to your child clearly. That way you can make sure they understand what is expected. Then explain the negative consequences for bad behavior. Be consistent. Don’t be too harsh. Using negative consequences for unacceptable behavior is controversial, and negative consequences should never be cruel, abusive, or a reflection of your own emotions, no matter how frustrated you may feel.
- **Start teaching attention skills early:** If you have a pre-schooler, play games, build with blocks, and do puzzles together. It’s a good practice for building attention skills. Reading to your child is another good way to teach them how to pay attention. Showing them lots of affection can also help a child calm down and pay attention.

8.7 Additional activities

Remedial activities

Question 1

Highlight the tips to manage stress for a person with schizophrenic disorders

These tips may help you to manage stress:

- ✓ Keep a positive attitude.
- ✓ Accept that there are events that you cannot control.
- ✓ Be assertive instead of aggressive. Assert your feelings, opinions, or beliefs instead of becoming angry, defensive, or passive.
- ✓ Learn to manage your time more effectively.
- ✓ Set limits appropriately and say no to requests that would create excessive stress in your life.
- ✓ Make time for hobbies and interests.
- ✓ Don't rely on alcohol, drugs, or compulsive behaviors to reduce stress. Drugs and alcohol can stress your body even more.
- ✓ Seek out social support. Spend enough time with those you love.
- ✓ Seek treatment with a psychologist or other mental health professional trained in stress management or biofeedback techniques to learn healthier ways of dealing with the stress in your life.

Question 2 : Some marriages get dysfunctional due to psychosexual problems of one of the partners or both. What do you think are the factors behind those problems?

Answer:

- Having any of the mental health problems that cause it
- Problems at work
- Problems with the people in a person's life
- Hormone changes or postpartum depression from having a baby
- Worrying about your sexual orientation
- Worrying about having sex
- Prior bad feelings or pain
- Conflict with your partner
- Guilt or worry because of religion or the way of life where you live
- Money problems
- Family problems
- Abuse from your partner

Consolidation activities

Question 1

Discuss the preventive or mitigating strategies teachers will resort to in order to improve the situation of a child with ADHD at home and at school.

- **Good Prenatal Care:** Complications of pregnancy are linked to ADHD. You can increase the chance of your child not having ADHD by staying healthy throughout your pregnancy. A healthy diet and regular doctor visits are important. So is avoiding the use of alcohol and drugs.
- **Healthy Diet:** Giving your child a healthy, balanced diet from an early age is good for all children, whether or not they have ADHD. Some experts believe that altering a child's diet may reduce hyperactive behavior.
- **Structured Routines:** All children, and especially those with ADHD, can benefit from structured routines and clear expectations. Once the schedule is set, follow it as closely as possible each day.
- **Behaviour management:** Many therapists believe you can impact your child's behavior by using behavior management.

Question 2 : What advice would you give to the person suffering from Obsessive-Compulsive disorders about how he/she can improve self-care in order to reduce the symptoms of the disorder.

Answer: I will advise the person to do the following:

- Getting quality sleep.
- Exercising regularly.
- Eating a healthy diet.
- Spending time with loved ones who support you and understand OCD.
- Practicing relaxation techniques, such as meditation, yoga, massage and visualization.
- Joining an in-person or online support group for people who have OCD.

Extended activities

Question 1 Scenario

In one locality, there was a teenage girl who went to the market almost naked such that her underwear could be seen without her bending. Mothers got very angry with her to the extent that they started insulting her and some even threw stones and different objects on her cursing her. They complained that she snatched their husbands through attracting them with her nakedness. The teenage girl was taken to the police station to be prosecuted. In the process of filing her case, the representative of national council for women at national level wrote to the prosecutors not to file the case because their constitution allow freedom of expression. According to te constitution, the teenage girl was allowed to dress anyhow including even wallikng naked.

- Question 1** a) How do you qualify the behaviour of the teenage girl vis-a-vis the social norms ?
- b) Women who threw stones on her were not punished, why ?
 - c) Why was the teenage girl not prosecuted ?
 - d) What can you say about social norms and the consitution ?

Question 2 : In order to prevent Autism Spectrum Disorders in children, pregnant mothers are advised to take extra care. What are the precaution should they take?

Answer: The precautions a pregnant mother should take to prevent Autism Spectrum Disorders in the child.

- ✓ **Regular visits to doctor and checking on your medication:** In order to prevent Autism, it is important to take your medical check ups and medications seriously during the course of your pregnancy. This will help you keep track of all the changes in your body and the baby's body. This is also a key time, as the habits you will form during your pregnancy, will eventually be responsible for the brain development of your child.
- ✓ **Less exposure to air-pollution:** A study by Haravard School of Public Health concluded that the risk of developing Autism doubles in an infant in the third trimester of the mother, if she is exposed to too much of pollution. The particular pollutants responsible for the same are yet to be mentioned, but staying indoors when pollution levels are high, or sticking to indoor exercises and activities will surely help.

- ✓ **Intake of folic acid, as per the doctor's prescription:** The U.S department of Health and Human Services recommends pregnant woman to consume 400 to 800 mcg of folic acid daily. Research shows that women who take less folic acid during pregnancy may lead to their child developing Autism.
- ✓ **Space out pregnancies:** Studies have found that pregnancies when spaced between the time period of two and five years have the lowest chance of developing Autism. Research has shown that children that were conceived within 12 months of the first pregnancy were 50 per cent more likely to develop Autism. Autism risk also increases if the parents are older in age, therefore consulting your doctor before starting a family is necessary.
- ✓ **Avoid drinking alcohol and taking drugs:** Consumption of drugs and alcohol during pregnancy increases the chances of your child developing Autism. This is because the chemical property present in these two can severely affect the development of a child's brain and hence should not be consumed at any cost.

UNIT 9

PROFESSIONAL GUIDANCE AND COUNSELLING

9.1. Key unit competence

Use effective listening to apply principles of guidance and counselling.

9.2. Prerequisite

Students will learn and understand better this unit because they are familiar to the guidance and advice provided by their parents, guardians and their teachers. Their prior knowledge related to the theories of human development seen in senior four and the theories of personality seen in senior five will construct good background that help to understand this unit.

9.3. Cross-cutting issues to be addressed

Gender education: The teacher should bear in mind that all students (girls and boys) have equal opportunities and rights to study. When forming group activities, assigning tasks and responsibilities, asking questions, and giving feedback teacher should include both girls and boys. The guidance and counselling is equally needed by boys and girls. Guidance and counselling will involve Gender as crosscutting issue when roles and responsibilities counsellors reflect on both females and males. Regardless to the behaviours and attitudes which are culturally accepted as appropriate way of being feminist or masculinity.

Peace and Values Education

Guidance and counselling involves peace and value education, due to the fact that, this crosscutting issue is all about how education can contribute to a better awareness of the root causes of conflict, violence and disturbances at the personal, interpersonal level and also there are a growing number of social problems which affect the lives of people such as competitiveness, bullying, social exclusion, teenage pregnancy, family crises, sibling rivalry, school underachievement, abuse, peer pressure and substance abuse which can cause conflict among individuals. Building peaceful individuals and their personal relationship through guidance and counselling is the key success for a competent counsellor.

Environment and sustainability

This may be broadly understood to mean our surroundings. Finding a safe space for guidance and counselling services will make it, to be effective. The involvement of the environment and sustainability in guidance and counselling provides resources which support counsellor and his client and which also help in the growth of a relationship of interchange between counsellor, clients and the environment in which they live.

Inclusive education

One of principles of guidance and counselling is that Guidance and counselling is for everyone. i.e., the service is not only for those with special handicaps but it is also meant for all “normal”, developing children and adults; therefore, activities should be based on the need and total development of every person. And the involvement of Inclusive education will reflect on the fact that all learners’ learning needs are to be considered and accommodated for when teaching each learning expectation.

9.4. Guidance on introductory activity

- Invite student teachers to join pairs.
- Let them discuss questions of the introductory activity.
- Have some pairs to present what they have discussed.
- Orient the discussion towards key concepts such as guidance, counselling, counsellor, advising... and their differences and similarities.

Possible answer to introductory activity

- a) When a person has a problem or challenge which is beyond my capacity, he/she looks for a support from different resources such as more knowledgeable people, different books ...
- b) He/she consults a person whom she/he thinks, he/she can help him/her, and they sit together, she/he introduces his/her problem/ challenge to him/her expecting proper solution.
- c) Because, while choosing someone to support, the person expects that one to be honest to him/her and give the person a help that she/he needs.
- d) When a person meets someone to give him/her the support, she/he expects that his .her problem will be solved at high level.

9.5 List of lessons

	Lesson title	Learning objectives	Number of periods
1	Key concepts in guidance and counselling	Define the concepts used in guidance and counselling	2
2	Types of guidance	Describe the types of guidance	3
3	Types of counselling	Discuss the types of counselling	3
4	Principles of guidance and counselling	Assess principles of guidance and counselling	3
5	Effective counselling techniques	Propose effective counselling techniques	3
6	Phases/steps of counselling	Describe phases of counselling	2
7	Challenges in guidance and counselling	Address challenges in guidance and counselling	2
8	Qualities of a good counsellor	Appreciate qualities of a good counsellor	2
9	End unit assessment		1
	Total number of periods		21

Lesson 1: Key concepts in guidance and counselling

a) Learning objective

Define the concepts used in guidance and counselling.

b) Teaching resources

Flip chart, Flash cards, handouts with descriptions concepts related to guidance and counselling.

c) Prerequisites/Revision/Introduction

Student will learn better key concepts related to guidance and counselling since they have an understand personality and emotional issues or development learned in senior one and senior two foundations of education.

d) Learning activities

Activity 9.1.

- Invite student to read individually the question in the student book and work in pairs to create a mind map on a flip chart and write words related to guidance and counselling.
- Have some pairs to make presentations.
- Provide constructive feedback in terms of supplements.
- Ask students to display their mins map in the classroom.

Possible answers on activity 9.1.



The following are some words related to guidance and counselling: counselling, guidance, counsellor, guidance and counselling, therapy, advising, mentorship, career guidance.

- Give a supplementary needed explanation on concepts related to Guidance and counselling.
- Support student teachers in identifying similarities and differences of related concepts.

e) Application activities



Possible answers on application activity 9.1.

1. Guidance is usually the general process of guiding someone through counselling or other problem-solving. In contrast, counselling refers specifically to the process of counselling by a professional counsellor based on people's personal or psychological problems. This is the main difference between guidance and counselling.
2. **The similarities between the two talk therapies include:** – A safe environment is of prime importance to both types of therapies. Providing empathic, non-judgmental, and a listening ear are the basic qualities of a psychotherapist **as well as a counsellor. Both** help build self-esteem, reduce anxiety, strengthen coping mechanisms, and improve social and community functioning.

Lesson 2: Types of guidance

a) Learning objective

Describe the types of guidance.

b) Teaching resources

Flash cards, handouts with descriptions of types of guidance.

c) Prerequisites/Revision/Introduction

Students will learn better types of guidance since they have an understanding on key concepts related to guidance and counselling learned in the previous lesson; such as guidance, counselling, therapy, advising, mentorship....

d) Learning activities

Activity 9. 2.

- Invite students to read individually the scenario and work in pairs to share with the classmate.
- Have some pairs to make presentations.
- Ask students some questions in order support their ideas.

Possible answers on activity 9.2.



- Maria has a problem of educational guidance.
- I will assist her to make an appraisal of her interests, abilities, and skills, to make progress in her education. I will also advise her to choose a option consiering her future plan at the completion of her studies especially her future favorable career.
- Give supplementary needed explanation on types of guidance.
- Ask more questions to students to fix their understanding.

e) Application activities 9.2



Possible answers on application activity 9.2.

1. Types of guidance are: personal guidance, educational guidance, vocational guidance, social guidance, health guidance, moral guidance and leisure guidance. (details see in student book)

Aims of guidance are: to help the individual in realizing his potentialities and to make maximum contribution towards the society, to help the individual to solve his problems and make proper choice and adjustment, to help to the individual to lay a permanent foundation for sound and mature adjustment and to help the individual to live a well-balanced life in all aspects— physical, mental, emotional and social.

2. All types of guidance are necessary for youth but the focus will depend on problems and interest. (see their importance of the definition of each type of guidance)

Lesson 3: Types of counselling

a) Learning objective

Discuss the types of counselling.

b) Teaching resources

Flash cards, handouts with descriptions of types of counselling.

c) Prerequisites/Revision/Introduction

Students will learn better types of counselling since they have an understanding on key concepts related to guidance and counselling learned in the previous lesson; such as guidance, counselling, therapy, advising, mentorship and already have an understanding on types of guidance.

d) Learning activities

Activity 9.3.

- Invite students to work in pairs and prepare an role play simulating counselling.
- Invite students to act their role play.
- Ask students to reflect on their role play and answer questions found in their book.
- Invite students to share their findings.
- Ask students some questions about their role play in order support their ideas.

Possible answers on activity 9.3.



Possible answers

Answers will depend on the presented role play, but the focus will be on the one who took a great time during the counselling, either counsellor or counsellee.

e) Application activities 9.3



Possible answers on application activity 9.3.

1. Students may need any of the types of counselling depending on the problem, but they are need firstly counselling in ductaion. Students during their school and college years may face several problems related to education, learning and teaching. Such problems are addressed by educational counselling and by counsellors who are experts and experienced in this specific area.
2. Similarities and difference between direct and non-direct counselling (see student book). The type of counselling that favours the counsellee is non- direct counselling.

Lesson 4: Principles of guidance and counselling

a) Learning objective

Assess principles of guidance and counselling.

b) Teaching resources

Flip chart, markers, Flash cards, handouts with descriptions of types of principles of guidance and counselling.

c) Prerequisites/Revision/Introduction

Students will learn better principle of guidance and counselling since they have an understanding on types of guidance and types of counselling learned in previous lessons.

d) Learning activities

Activity 9.4.

- Invite students to brainstorm on the given questions in the student book.
- Write answers given on the blackboard.
- Highlight the points related to the correct answers.
- Ask students some other questions related to the learning activity.

Possible answers on activity 9.4.



The teacher will relate students' answers to the description of principles of guidance as given in student book.

Give a supplementary needed explanation on principles of guidance and counselling.

e) Application activities 9.4



Possible answers on application activity 9.4.

The teacher will consider students' answers related to principles of guidance and counselling as described in student book.

Lesson 5: Effective counselling techniques

a) Learning objective

Propose effective counselling techniques.

b) Teaching resources

Flip chart, markers, Flash cards, handouts with descriptions of effective counselling techniques.

c) Prerequisites/Revision/Introduction

Students will learn better effective counselling techniques since they have an understanding on principle of guidance and counselling learned in previous lesson.

d) Learning activities

Activity 9.5

- Invite students to work in pairs and prepare a role play simulating guidance and counselling.
- Invite students to act their role play.
- Ask students to reflect on their role play and answer questions found in their book.
- Invite students to share their findings.
- Ask students some questions about their role play in order support their ideas.

Possible answers on activity 9.5.



- The answers are different but the main ones are: the counsellor got information by asking questions and by observing the counsellee.
- The counsellor wrote the given information in a notebook.

Give a supplementary needed explanation on effective counselling techniques.

e) Application activities 9.5



Possible answers on application activity 9.5.

- 1) As a person knowledgeable in guidance and counselling, some of techniques to be focussed are: Observation, Interview, Cumulative record, Questionnaire, and I may use these techniques for collecting basic data about the individual.
- 2) How to use the identified techniques: see in student book.

Lesson 6: Phases / steps of counselling

a) Learning objective

Describe phases of counselling.

b) Teaching resources

Flip chart, markers, flash cards, Handouts with phrases/ steps of counselling, printed case studies,

c) Prerequisites/Revision/Introduction

Students will learn better steps and procedures of counselling since they have an understanding on techniques of guidance and counselling.

d) Learning activities

Activity 9.6

- Invite students to work in pairs and answer questions which are in the student textbook.
- Have some pairs to make presentations.
- Ask additional questions to consolidate their understandings.

Possible answers on activity 9.6.



Irrespective of gender, social and educational status, a counsellor has to show every client respect, help them feel at ease, and encourage them to explain their needs, express their concerns and ask questions.

- Give a supplementary needed explanation on steps and procedures counselling.
- Have students to share ideas on those steps/phases of guidance and counselling.

e) Application activities 9.6



Possible answers on application activity 9.6.

Steps of counselling are: Establishing Relationship, Making Assessment, Setting Goals, Interventions and Termination and Follow up. (see details in student book).

Lesson 7: Challenges in guidance and counselling

a) Learning objective

Address challenges in guidance and counselling.

b) Teaching resources

Flip chart, markers, flash cards, Handouts with the description of challenges in guidance and counselling.

c) Prerequisites/Revision/Introduction

Students have knowledge on techniques of counselling and how counselling is complex. They also have knowledge on emotional development learned in

senior four. They are also familiar about how counselling is conducted at their school. All of these will constitute a good background to understand this unit.

d) Learning activities

Activity 9.7

- Invite students to work in groups and discuss problems that may occur during guidance and counselling.
- Ask groups to share their findings.
- Ask additional questions to consolidate their understandings.

Possible answers on activity 9.7.



- A counselee may refuse to express openly his/her problem
- A counsellor may not have enough knowledge to help a person with problem
- Lack of basic guidance and counselling from parents
- etc.

Give a supplementary needed explanation on challenges in guidance and counselling.

e) Application activities 9.7



Possible answers on application activity 9.7.

Answer: See student book the description of challenges in guidance and counselling.

Lesson 8: Qualities of a good counsellor

a) Learning objective

Appreciate qualities of a good counsellor.

b) Teaching resources

Flip chart, markers, flash cards, Handouts with the description of qualities of a good counsellor.

c) Prerequisites/Revision/Introduction

Students will learn better qualities of a good counsellor since they have an understanding on techniques of guidance and counselling and counselling effective techniques.

d) Learning activities

Activity 9.8

- Invite students to work in groups and reflect on the difference between a counsellor and any other person.
- Ask groups to present their findings.
- Ask questions bringing to the qualities of a good counsellor.

Possible answers on activity 9.8.



Comparing to other persons, a counsellor should have particular behaviour and characteristics like being patient, listening skills, being friendly, etc.

Provide supplementary needed explanation on qualities of a good counsellor for more clarifications.

e) Application activities



Possible answers on application activity 9.8.

1. Attributes of a good counsellor are: Self awareness and understanding, Good mental health, Sensitivity, Open mindedness, Objectivity, Trustworthiness, Approachability (explanations see in student book)
2. **Communication Skills, listening and attending, Focusing and Paraphrasing, Validating and Challenging, Multicultural Competencies. (for explanations see in student book).**

9.6. Additional information for teachers

Challenges in counselling

The challenges are some clients were unable to express themselves, maybe in fear, in anxiety and totally depended on counsellors for understanding, support and accurate answers to their problem Egan (2012). This is quite a challenge for the trained counsellors to find a solution to. In addition, some clients required more counselling sessions and besides the clients have many questions which needs to be answered. Some clients have more than one problem and sometimes they have twisted and difficult questions which may take more counselling sessions and without readily available answers. It takes a great challenge to understand the nonverbal and verbal words. The trained counsellors are not magician with ready solution to all question and they too need time to challenge all questions with an accurate solution for the clients. It is easier to ask more questions but finding the more satisfying answers or solution takes much longer time Jones (2008) . At times it is quite a challenge to help the clients who have suicidal intention, deeply emotional clients and providing these clients with empathetic skills, support and handling them cautiously. Some clients are delicate; we must have patience and understanding when handling the client's issues with care. Next is the client body language movement gives the counsellor a great vision to take note and it gives the counsellor more clues about client problem, fear and anxiety. Some clients are very rigid and by questioning them very deeply, they will eventually give up and disclose their problem. Finding the root problem of the clients is every counsellor challenge to help the clients.

9.7. End unit assessment

End unit assessment

1. Counselling is an inward analysis of the individual whereas guidance involves an external analysis of the individual and his problems.

Counselling is an in-depth analysis and has a narrower perspective wherein the individual understands his problems in depth whereas guidance is a broader and a more comprehensive approach.

Counselling is generally provided for personal and social issues whereas guidance is usually provided for education and career related problems.

Counselling focuses on making the individual understand the problem and, therefore, brings about behavioural changes in the individual so that he can adjust to the problem. On the other hand, guidance focuses on finding a solution to the problem whereby the solution may bring about a change in the attitude of the individual.

2. People commit suicide because they are unable to express their problems. There is the tendency for individuals to keep their needs, worries and problems secrets until, in many cases they get out of hands. These hinder counselling activities and the smooth discharge of the work of the counsellor. Many of the clients may refuse to discharge their minds in the presence of others for fear of being found by others.
3. The answer in of the question will be found in the content but students will have to explain in details these: those affect adolescent are Communication, Introversion, Stress and Anxiety, Behaviour Problems, Aggression, drug abuse, teenage pregnancy, family crises, peer pressure, adolescent affected by HIV/AIDS because their parents, etc
4. The answer will depend on the problem chosen by the group but the focus will be put on the qualities of a counsellor and steps of guidance and counselling (see student book).

9.8. Additional activities

Remedial activities

(Questions and answers)

1. List out the phases/steps in counselling process.

Possible answer

It is difficult to divide this complex process into clearly defined phases. The phases are enumerated. However, we can summarise the phases of counselling process in the following steps: Establishing relationship, Assessment, Setting Goals, Intervention, Termination and Follow-Up.

2. Multiple Choice Questions (the answer is in bold)

1) Which programme should be based upon understanding the needs and problems of the students, competence and interest of the guidance personnel?

- a. Guidance tools
- b. Guidance principles
- c. Guidance and counselling services**
- d. Guidance techniques

2) What is the ultimate aim of counselling for the individuals to attain?

- a. Self-knowledge
- b. Self-direction
- c. Self-discovery
- d. Self-understanding**

3) Which measure will help a counsellor know an individual before the counselling process?

- a. Conducting personality test
- b. Asking him to write an autobiography
- c. Interviewing the individual's parents and significant others.
- d. Studying all available records**

4) The responsibility of the counsellor is to _____.

- a. Express his view to the counselee/client
- b. Make decision for the counselee
- c. Set up goals for the counselee**
- d. Following-up stage

5) Mwiza is already in the senior three year of high school. After attending to their career choices, still Mwiza is confused with her career plan, whether to take Teacher Training College, General Education or Vocational Training. How would you assist her?

- a. Tell her to choose a course that is closer to her heart.
- b. Tell her to take an aptitude test to know about her strengths.**
- c. Tell her that you are a model in Teaching
- d. Let her see a career guidance counsellor

Consolidation activities

(Questions and answers)

1. Describe the Purpose of Guidance and Counselling in Educational Institutions.

Possible answer

1. The purpose of the guidance and counselling programme in educational institution are to provide services which will meet certain needs in the growth and development of young people, namely:
 - a. Personal development and adjustment: Self-understanding: the discovery of potentialities, special aptitudes, and interests. Recognition and development of favourable attitudes and habits, and the elimination of undesirable traits.
 - b. Educational progress and adjustment: Selection of appropriate courses in line with individual needs, interests, abilities, and circumstances Choice of the right type of advanced training, college or otherwise.
 - c. Occupational development and adjustment: Information on occupational opportunities and trends Knowledge of occupational fields toward which individual aptitudes and interests may be the best directed. Help in finding suitable employment.
 - d. Follow-up after leaving school: Research with respect to needs of pupils and the effectiveness of the secondary school curriculum.

2. Which of the following is a disadvantage of asking clients open-ended questions during counselling? Explain.

- A) Asking them may cause the therapeutic process to get off track if the client is talkative.
- B) Asking them does not allow clients to feel comfortable during therapy.

Possible answer

1. The correct answer is A. An open-ended question allows the client to choose how to respond. This freedom may be positive if it allows the client to move on to topics that are a concern, but it may also allow the client to move away from the present focus of therapy, so A is the correct response.

Extended activities

(Questions and answers)

1. Analyse the following case study and how you can provide a help: Hirwa and Ineza lost their child Ganza to Kampala approximately one year ago. Hirwa suggested that Ineza attend Professional Counselling because she still doesn't seem to be able to cope with everyday living.

- c) What types of guidance and counselling Ineza needs?
- d) What techniques do you think may be useful for a such problem?
- e) What principles of guidance and counselling will guide you when helping her

Possible answers

- a) Ineza needs personal guidance (see the reasons in student book)
- b) Except observation, other techniques of counselling may be used (see details in student book)
- c) All guidance and counselling principles should be always respected.

10.1. Key unit competence

Apply varied thoughts imbedded in guidance and counselling approaches.

10.2. Prerequisite

Students will learn and understand better this unit since they are familiar with regular guidance and advice provided by their parents, guardians and their teachers. The prior knowledge they got from previously learned unit 9 '**the professional guidance and counselling**' will construct a strong foundation that will help them understand and master this unit 10.

10.3. Cross-cutting issues to be addressed

Gender education:

To address this issue, the teacher should bear in mind that all students (girls and boys) have equal opportunities and rights to learn. Therefore, when forming group activities, assigning tasks and responsibilities, asking questions, and giving feedback she/he should remember to mix both boys and girls. They will learn how to handle different behaviours while conducting counselling sessions in a non-threatening environment to female or male clients.

Peace and Values Education

This issue will be addressed throughout this unit by making students aware of the root causes of conflicts, violence and disturbances among students and prevent them. Students must be able to resolve conflict that arises among themselves through guidance and counselling techniques.

Environment and sustainability

This may be broadly understood to mean our surroundings. During teaching and learning process, the teacher should mention and emphasize the ways of protecting the environment not destroying it especially when collecting and using materials.

Inclusive education

When teaching this unit, the teacher will address specific needs and differences among students. All students including those with special educational needs will be catered for. Teacher will avoid any kind of discrimination among students.

10.4. Guidance on introductory activity

- Invite students to make groups.

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- Let them analyse the scenario given in the introductory activity and answer related questions.
- Have groups present what they have discussed.
- Orient the discussion towards counselling theories and approaches.

Possible answer to introductory activity

Answer 1:

- a. The counsellor is not active listener where the lady was narrating her case while the pastor (counsellor) was busy reading the Bible.
- b. The pastor did not keep the secret because he immediately told the husband what the lady said.
- c. The counsellor took side, he was on the side of the husband
- d. Etc.

Answer 2:

1. Keep eye contact
2. Active listening
3. Confidentiality
4. Neutrality
5. Etc.

Answer 3: Since the problem involve all the family members, the pastor could have planned to visit the family and use family system approach to counselling. There is much information that will miss as the pastor needs to hear the husband and the daughter.

10.5. List of lessons

#	Lesson title/ subheading	Learning objectives	Number of periods
1	Psychoanalysis theory	Describe advantages and disadvantages of the psychoanalytic counselling theory	4
2	Behavioural approaches	Discuss advantages and disadvantages of the behavioural approaches to counselling	4
3	Client centered therapy	Assess the effectiveness of client centered therapy	2
4	Cognitive approaches	Describe effectiveness of cognitive approaches to counselling	4
5	Humanistic approaches	Demonstrate an understanding of advantages and disadvantages of humanistic approaches to counselling	4
6	Systemic approaches	Explain the systemic approach to counselling and its effectiveness	4
7	Holistic/integrative approaches	Appreciate the effectiveness of holistic approaches to counselling	4
8	Family systems therapy	Discuss family system therapy	2
9	End unit assessment		2
	Total number of periods		30

Lesson 1: Psychoanalysis theory

a) Learning objective

Describe advantages and disadvantages of the psychoanalytic counselling theory.

b) Teaching resources

Flip chart, Flash cards, handouts with a brief description of psychoanalysis theory.

c) Prerequisites/Revision/Introduction

The knowledge that students have from previously learned unit 9 in senior six

'The professional guidance and counselling' will facilitate them to learn better psychoanalysis theory.

d) Learning activities

Learning Activity 10.1.

- Invite students to work in groups and discuss the techniques used by a psychoanalyst during counselling session.
- Have groups representatives make presentations.
- Provide constructive feedback in terms of supplements.

Possible answers on activity 10.1.



Popular techniques used in psychoanalytic theory of counselling include:

Dream interpretation: According to Freud, dream analysis is by far the most important psychoanalytic technique. He often referred to dreams as “the royal road to the unconscious.”¹ Psychoanalysts may interpret dreams to get insight into the workings of your unconscious mind.

Free association: Free association is an exercise during which the psychoanalyst encourages you to freely share your thoughts. This can lead to the emergence of unexpected connections and memories. You begin by relaxing, perhaps lying on a couch. The psychoanalysts who sit out of your line of vision, asks you to say aloud whatever comes to your mind. At one moment, you are relating your childhood memory, at another you are describing your dream or recent experience. It sounds easy, but you will notice how often you edit your thoughts as you speak. You pause for a second before describing an embarrassing thought. You skip things that seem trivial, off point, or shameful. Sometimes, your mind goes blank, unable to remember important details. You may joke or change the subject to something less threatening.

Transference: Transference occurs when you project your feelings about another person onto the psychoanalyst. You'll then interact with them as if they were that other person. This technique can help your psychoanalyst understand how you interact with others.

Give supplementary needed explanations on psychoanalysis theory.

e) Application activities 10.1



Possible answers on application activity 10.1.

The following are features that make psychoanalytic theory outstanding.

Focuses on emotions: Where CBT is centered on cognition and behaviors, psychoanalytic therapy explores the full range of emotions that a patient is experiencing.

Explores avoidance: People often avoid certain feelings, thoughts, and situations they find distressing. Understanding what a client is avoiding can help both the psychoanalyst and the client understand why such avoidance comes into play.

Identifies recurring themes: Some people may be aware of their self-destructive behaviors but unable to stop them. Others may not be aware of these patterns and how they influence their behaviors.

Exploration of the experienced past: Other therapies often focus more on the here-and-now, or how current thoughts and behaviors influence how a person functions. The psychoanalytic approach helps people explore their pasts and understand how it affects their present psychological difficulties. It can help patients shed the bonds of past experience to live more fully in the present.

Explores interpersonal relationships: Through the therapy process, people are able to explore their relationships with others, both current and past.

Emphasizes the therapeutic relationship: Because psychoanalytic therapy is so personal, the relationship between the psychoanalyst and the patient provides a unique opportunity to explore and reword relational patterns that emerge in the treatment relationship.

Free-flowing: Where other therapies are often highly structured and goal-oriented, psychoanalytic therapy allows the patient to explore freely. Patients are free to talk about fears, fantasies, desires, and dreams.

Lesson 2: Behavioural approaches/therapies

a) Learning objective

Discuss advantages and disadvantages of the behavioural approaches to counselling.

b) Teaching resources

Flash cards, handouts with a brief descriptions of behavioural approaches/therapies

c) Prerequisites/Revision/Introduction

The knowledge that students have from previously learned unit 9 in senior six **‘The professional guidance and counselling’ and the knowledge they got from lesson of this unit** will facilitate them to learn better behavioural approaches.

d) Learning activities 10.2

- Invite students to work in pairs and discuss the question given in the activity 10.2.
- Have some pairs to make presentations.
- Ask students some questions in order support their ideas.

Possible answers on activity 10.2.



Answer: The pastor would have adopted the following qualities to make the counselling session successful:

- Keep eye contact
 - Active listening
 - Confidentiality
 - Neutrality
 - Etc.
- Give supplementary needed explanations on behavioural approaches/therapies.
 - Ask more questions to students to fix their understanding.

e) Application activities 10.2



Possible answers on application activity 10.2.

Advantages	Disadvantages
<ul style="list-style-type: none">• Behavioural therapists use empirically tested techniques, assuring that clients are receiving both effective and brief treatment.• Evidence-based therapies (EBT) are a hallmark of both behavior therapy and cognitive behavior therapy.• Cummings (2002) believes evidenced-based therapies will be mandatory for third party reimbursement in the future.• Behavior therapists are willing to examine the effectiveness of their procedures in terms of generalizability, meaningfulness, and durability of change.• Most studies show that behavior therapy methods are more effective than no treatment.• Emphasis on ethical accountability (does not dictate whose behaviour or what behavior should be changed)• Address ethical issues by stating that therapy is basically an education process; an essential feature of behavior therapy involves collaboration between therapist & client.• Wide variety of specific techniques• Behavioural therapy has been extended to more areas of human functioning than have any of the other therapeutic approaches.	<ul style="list-style-type: none">• Behavior therapy may change behaviors, but it does not change feelings.• Behavior therapy ignores the important relational factors in therapy.• Behavior therapy does not provide insight.• Behavior therapy treats symptoms rather than causes.• Behavior therapy involves control & manipulation by therapist

Advantages	Disadvantages
<ul style="list-style-type: none"> Major contribution is its emphasis on research into & assessment of treatment outcome (i.e., if progress not being made, must look carefully at original analysis & treatment plan). The behavioural approach and techniques have been subjected to the most empirical research. 	

Lesson 3: Client-Centered Therapy

a) Learning objective

Assess the effectiveness of client centered therapy.

b) Teaching resources

Flash cards, handouts with descriptions of client-centered therapy.

c) Prerequisites/Revision/Introduction

Students will learn best client centered therapy since they have knowledge learned in unit 9, senior six **'The professional guidance and counselling'**. The understanding of lesson one and two from this unit 9 will facilitate them to learn better this lesson 3.

d) Learning activities 10.3

- Invite students to work in groups and answer the questions give in activity 10:3.
- Invite students' group representatives to share their answers.
- Guide the discussion to client-centered therapy.

Possible answers on activity 10.3.



Answer: The importance of a face-to-face counselling:

- The focus is on the client/patient.
- The feelings and emotions of the client/patient are catered for.
- The counsellor can easily read the facial expressions of the client and vice-versa.
- It is easier to detect some lying when you talk face-to-face.
- It is easier to show that you sympathize with the person when talking face-to-face.

e) Application activities 10.3



Possible answers on application activity 10.3.

Techniques for successful therapy session in a client-centered approach

1. Set clear boundaries

Boundaries are vital for any relationship, but they are especially important for therapeutic relationships. Both the therapist and the client need healthy boundaries to avoid the relationship becoming inappropriate or ineffective, such as ruling out certain topics of discussion.

2. Remember – the client knows best

As mentioned earlier, this therapy is founded on the idea that clients know themselves and are the best sources of knowledge and insight about their problems and potential solutions. Do not lead the client or tell them what is wrong, instead let them tell you what is wrong.

3. Act as a sounding board

Active listening is key, but it's also useful to reflect what the client is saying back to them. Try to put what they are telling you into your own words. This can help the client clarify their own thoughts and understand their feelings better.

4. Don't be judgmental

Another vital component of client-centered therapy is to refrain from judgment. Clients are often already struggling with feelings of guilt, low self-worth, and the belief that they are simply not good enough. Let them know you accept them for who they are and that you will not reject them.

5. Don't make decisions for your clients

Giving advice can be useful, but it can also be risky. In client-centered therapy, it is not seen as helpful or appropriate to give advice to clients. Only the client should be able to make decisions for themselves, and they have full responsibility in that respect.

6. Concentrate on what they are really saying.

This is where active listening can be put to use. Sometimes a client will feel uncomfortable opening up at first, or they will have trouble seeing something just below the surface. In these situations, be sure to listen carefully and keep an open mind – the problem they come in with may not be the real problem.

7. Be genuine

As mentioned earlier, the client-centered therapy must be genuine. If the client does not feel their therapist is authentic and genuine, the client will not trust you. In order for the client to share personal details about their own thoughts and feelings, they must feel safe and comfortable with you.

8. Accept negative emotions

This is an important technique for any therapist. To help the client work through their issues and heal, it is vital to let them express their emotions – whether positive or negative. The client may even express anger, disappointment, or irritation with you at one point or another.

9. How you speak can be more important than what you say.

Your tone of voice can have a huge impact on what the client hears, understands, and applies. Make sure your tone is measured, and make sure it matches your non-judgmental and empathetic approach.

10. I may not be the best person to help.

It is vital that you know yourself as a therapist and are able to recognize your own limits. No therapist is perfect, and no mental health professional can give every single client exactly what they need.

Lesson 4: Cognitive Approaches

a) Learning objective

Describe effectiveness of cognitive approaches to counselling.

b) Teaching resources

Flip chart, markers, Flash cards, handouts with descriptions of cognitive approaches

c) Prerequisites/Revision/Introduction

Students will learn best cognitive approaches since they have knowledge learned in unit 9, senior six **'The professional guidance and counselling'**. The understanding of lesson one, two and three from this unit 10 will facilitate them to learn better this lesson.

d) Learning activities 10.4

- Invite students to work in groups and answer the questions give in activity 10:4.
- Invite students group representatives to share their answers.
- Guide the discussion to cognitive approaches.

Possible answers on activity 10.4.



Answer: What the counsellor can do to help the client change the emotional difficulties?

The counsellor will help the client to:

- Recognize/identify the root causes of his/her problem.
- Set a clear goal.
- Find strategies to get out of emotional difficulties.
- Etc.

Give a supplementary needed explanation on cognitive approaches.

Application activities 10.4



Possible answers on application activity 10.4.

CBT provides the following key benefits:

- It helps you develop healthier thought patterns by becoming aware of the negative and often unrealistic thoughts that dampen your feelings and moods.
- It is an effective short-term treatment option as improvements can often be seen in five to 20 sessions.
- It is effective for a wide variety of maladaptive behaviors.
- It is often more affordable than some other types of therapy.
- It is effective whether therapy occurs online or face-to-face.
- It can be used for those who don't require psychotropic medication.
- It helps clients develop coping skills that can be useful both now and in the future.

Lesson 5: Humanistic Approaches

a) Learning objective

Demonstrate an understanding of advantages and disadvantages of humanistic approaches to counselling.

b) Teaching resources

Flip chart, markers, Flash cards, handouts with descriptions of humanistic approaches

c) Prerequisites/Revision/introduction

Students will learn best humanistic approaches since they have knowledge learned in unit 9, senior six **'The professional guidance and counselling'**. The understanding of lesson one, two, three and four from this unit 10 will facilitate them to learn better this lesson.

d) Learning activities

Activity 10.5

- Invite students to work in groups and answer the questions give in activity 10:5.
- Invite students group representatives to share their answers.
- Guide the discussion to humanistic approaches.

Possible answers on activity 10.5.



Answer 1: Problems whose solutions require counselling.

- Anxiety
- Depression
- Low self-esteem
- Panic disorder
- Personality disorders
- Post-traumatic stress disorder (PTSD)
- Psychosis
- Relationship problems
- Substance use
- Trauma

Answer 2: Counselling approaches that can address the mentioned problems.

- Client-centered therapy
- Cognitive behavioural therapy
- Psychoanalytic approaches
- Behavioural approaches
- Etc.

Give a supplementary needed explanation on humanistic approaches.

Application activities 10.5



Possible answers on application activity 10.5.

Some of the main techniques that are frequently used include:

Client-centered therapy: Also known as person-centered therapy, this approach involves the therapist taking a non-directive approach to the therapy process. The individual acts as an equal partner, while the therapist offers empathy and unconditional positive regard.

Existential therapy: This is a philosophical approach to therapy that works to help people better understand their place in the universe. It works by helping people explore the things that bring meaning to their life. People learn to accept responsibility for their own choices and recognize that they have the power to make changes in order to bring more meaning and purpose to their lives.

Gestalt therapy: This form of humanistic therapy focuses on a person's current life and experiences rather than looking at their past. It places a great deal of emphasis on how the individual perceives and makes meaning out of their experiences. Gestalt therapy puts the focus on the here and now.

Logotherapy: This type of therapy focuses on helping people find ways to endure life's difficulties and find a sense of purpose and meaning. It proposes that finding meaning in life can help improve mental well-being and relieve symptoms of conditions including depression, grief, and trauma.

Narrative therapy: This approach to therapy helps people identify their values and skills by focusing on their personal stories and experiences. It strives to help people see that they are separate from their problems.

Solution-focused therapy: Solution-Focused Brief Therapy (SFBT) is a short-term goal-focused evidence-based therapeutic approach, which incorporates positive psychology principles and practices, and which helps clients change by constructing solutions rather than focusing on problems. Practitioners develop solutions by first generating a detailed description of how the client's life will be different when the problem is gone, or their situation improved to a degree satisfactory to the client. Therapist and client then carefully search through the client's life experience and behavioural repertoire to discover the necessary resources needed to co-construct a practical and sustainable solution that the client can readily implement.

Lesson 6: Systemic Approaches

a) Learning objective

Explain the systemic approach to counselling and its effectiveness.

b) Teaching resources

Flip chart, markers, flash cards, Handouts with systemic approaches.

c) Prerequisites/Revision/Introduction

Students will learn best systemic approaches since they have knowledge learned in unit 9, senior six **'The professional guidance and counselling'**. The understanding of lesson one, two, three, four and five from this unit 10 will facilitate them to learn better this lesson.

d) Learning activities

Activity 10.6

- Invite students to work in pairs and answer questions which are in activity 10:6.
- Have some pairs to make presentations
- Ask additional questions to consolidate their understandings.

Possible answers on activity 10.6.



Answer: Problems requiring systemic therapy:

- Conflict between group members
- System has become dysfunctional
- Loss of the company
- Broken family, indiscipline of children in the family
- Students' striking because of shortage of food
- etc.

In these situations, the group should seek professional assistance.

Give a supplementary needed explanation on systemic approaches.

Application activities 10.6



Possible answers on application activity 10.6.

1. Systemic therapy focuses on the interactions and relationships between the group to help them address any problems and to move on. It gives all the members of the group the chance to explore their feelings and say what they think in a safe, non-judgmental environment.
2. Therapy seeks to identify deeply entrenched patterns within an individual's relationships and also with group members. The process helps to uncover the ways in which members communicate and behave within a system, based on beliefs about their respective roles.
3. The therapist will help them to understand their differences and what may be causing them problems. They work with every member of the group, so that no one feels isolated or like other members of the group are ganging up on them.
4. It's a safe and secure space to explore the key issues affecting the group - whether its issues brought up from the past or things from the present. I help them to make sense of it – the present and the past. That may be about attachments to each other, resentment, or betrayals (Stefan, n.d).

Answer 2.

The benefits of Systemic Therapy:

1. Systemic therapy can help to identify and address the issues that were causing the problems within the group.
2. It can help people within the system empathise and sympathise with each other.
3. Overall, systemic therapy can help to improve communication, build stronger relationships and enable the group to move on from their problems.
4. It can help to repair wounds. It's a healing process.

Lesson 7: Holistic/Integrative Approaches

a) Learning objective

Appreciate the effectiveness of holistic approaches to counselling.

b) Teaching resources

Flip chart, markers, flash cards, Handouts with holistic/integrative approaches.

c) Prerequisites/Revision/Introduction

Students will learn best holistic/integrative approaches since they have knowledge learned in unit 9, senior six **'The professional guidance and counselling'**. The understanding of lesson one, two, three, four, and six from this unit 10 will facilitate them to learn better this lesson.

d) Learning activities

Activity 10.7

- Invite students to work in pairs and answer questions which are in activity 10,7.
- Have some pairs to make presentations.
- Ask additional questions to consolidate their understandings.

Possible answers on activity 10.7.



Answer:

The counsellor will use many strategies. Each strategy will be used to address a specific problem.

The counsellor may combine psychological approaches and medication.

The counsellor may even request the client to practice sports.

Give some supplementary needed explanations on holistic/integrative approaches.

e) Application activities 10.7



Possible answers on application activity 10.7.

There are several positive aspects to a holistic mental health approach, and it's been found beneficial in a number of studies.

- **Greater understanding of the whole being:** One of the major benefits of holistic therapies is that the whole-body approach allows you to look at all parts of your being. By addressing your physical, mental, and spiritual health, you might be able to really connect the dots between these different parts of your life. Additionally, you can gain a deeper understanding of how each of these factors affects your overall well-being.
- **Learn coping mechanisms:** Techniques you learn during your sessions can be applied outside a holistic therapist's office. Coping mechanisms like breathing techniques and meditation can help you deal with stress in your daily life. If you're suddenly triggered by anxiety, stress, or a difficult moment in general, you're better equipped with the tools you need to navigate tough moments.
- **Cost:** Some research shows that holistic therapy is a cost-effective approach to physical and mental health.
- **Adaptability:** Studies have shown that meditation and mindfulness used for stress and anxiety reduction can be easily adapted to other areas of life.
- **Beneficial to both mental and physical health:** Deep breathing techniques that are used in holistic therapy have been shown to reduce stress levels while promoting relaxation. Both of these are known to benefit mental and physical health.

Lesson 8: Family Systems Approaches

a) Learning objective

Discuss family system therapy.

b) Teaching resources

Flip chart, markers, flash cards, Handouts with the description of family systems approaches.

c) Prerequisites/Revision/Introduction

Students will learn best Family systems approaches since they have knowledge learned in unit 9, senior six **'The professional guidance and counselling'**. The understanding of lesson one, two, three, four, five, six and seven from this unit 10 will facilitate them to learn better this lesson.

d) Learning activities

Activity 10.8

- Invite students to work in pairs and answer questions which are in activity 10.8.
- Have some pairs to make presentations.
- Ask additional questions to consolidate their understandings.

Possible answers on activity 10.8.



Therapy approaches that are focused on families can be helpful for a number of different issues that affect family members. Some conditions and problems that it may be used to treat include:

- a) Addiction and substance abuse problems
- b) Anger management problems
- c) Anxiety
- d) Bipolar disorder
- e) Challenges caused by things such as divorce, job loss, or financial difficulties
- f) Depression
- g) Dysfunctional relationships
- h) Eating disorders
- i) Marital conflicts, infidelity and divorce
- j) Parenting issues and conflicts
- k) Personality disorders
- l) Stress and trauma
- m) Sudden or traumatic loss of a loved one
- n) Prolonged illness of a family member
- o) Relocation or job change
- p) Birth of a child
- q) Adoption
- r) Child behavior issues
- s) Teen behavior issues
- t) Child/parent conflicts
- u) Sibling rivalry
- v) Child separation anxiety
- w) Communication issues
- x) In-law interference

Provide supplementary needed explanations on family systems approaches.

Application activities 10.8



Possible answers on application activity 10.8.

Some of the different types of techniques that may be used depending on the needs of the family include:

Couples therapy: When a couple is having issues, it can affect the entire family. Couples therapy may be used to help people in a relationship resolve conflict and improve communication.

Intergenerational family therapy: This technique focuses on understanding how generational influences have affected both individual behavior and how the family unit functions. It helps families understand how patterns acquired from previous generations are affecting the family and learn new ways of interacting.

Narrative therapy: This is an approach in which people develop a story of their life that helps them better understand their experiences, behaviors, and roles.

Psychoeducation: This involves teaching members of the family about different aspects of mental health and treatment. This can be helpful when one family member is dealing with a mental health condition. By educating family members, the individual's support system can respond more effectively and empathetically to their needs.

Structural family therapy: SFT focuses on helping people identify and understand how the family is structured. The goal is to help people improve this organization as needed and learn how to communicate with one another more effectively.

Strategic family therapy: This technique focuses on identifying interventions to address specific problems. Each problem requires a novel approach that is specifically designed to address the unique issue the family is facing.

10.6. Additional information for teachers

10.7. End unit assessment

End unit assessment

Answer 1:

Despite the unique emphasis of psychoanalysis, most modern professional counsellors do not use the approach. The reasons are numerous, but among them are following limiting factors:

- Time consuming and expensive.
- The approach does not seem to lend itself to working with older clients.
- Based on many concepts not easily communicated or understood. These concepts not only are difficult to test but also have inadequate evidence for their existence.
- Overemphasis on biology and unconscious forces
- Sexism
- Lack of Cross-cultural support
- The approach is deterministic.
- Counsellors and psychologists without medical degrees have had a difficult time getting extensive training in psychoanalysis.

Answer 2:

The approach may lead therapists to just be supportive of clients without challenging them:

- Difficulty in therapists allowing clients to find their own way (Corey, 2005).
- Could be an ineffective way to facilitate therapy if the therapist is non-directive and passive
- Simplistic and unrealistically optimistic
- Person-centred therapy does not draw on developmental, psychodynamic or behavioural therapy thus limiting the overall understanding of clients
- Listening and caring may not be enough
- Not appropriate for those who are not motivated to change.
- May not be useful with significant psychopathology
- Fails to prepare clients for the real world due to the unconditional positive regard of the therapist
- Lacks techniques to help clients solve problems

Answer 3:

Three qualities of a therapist in client-centered therapy

Unconditional Positive Regard: As mentioned above, unconditional positive regard is an important practice for the client-centered therapist. The therapist needs to accept the client for who they are and provide support and care no matter what they are going through.

Genuineness: A client-centered therapist needs to feel comfortable sharing his or her feelings with the client. Not only will this contribute to a healthy and open relationship between the therapist and client, but it also provides the client with a model of good communication and shows the client that it's okay to be vulnerable.

Empathetic Understanding: The client-centered therapist must extend empathy to the client, both to form a positive therapeutic relationship and to act as a sort of

Answer 4: Effectiveness of humanistic therapy

Research suggests that humanistic therapy can be an effective treatment approach when dealing with a range of disorders and other difficulties.

- a) Research found that client-centered therapy was an effective approach in the treatment of depression, psychosis, relationship problems, and trauma.
- b) Young people experiencing psychological distress showed improvement in emotional symptoms after receiving humanistic counselling.
- c) An exploratory trial compared client-centered therapy to trauma-focused cognitive behavior therapy in the treatment of mothers and children who had experienced trauma. While the results indicated that client-centered therapy led to significant symptom reduction in children, CBT was found to be much more effective at reducing symptoms in mothers

10.8. Additional activities

Remedial activities

Question 1: Highlight psychological disorders to be treated by psychoanalytic therapy.

Answer: *Psychoanalytic therapy may be used to treat a number of different psychological conditions, including:*

1. *Anxiety*
2. *Depression*
3. *Emotion struggles or trauma*
4. *Identity problems*
5. *Self-esteem issues*
6. *Self-assertion*
7. *Psychosomatic disorders*
8. *Relationship issues*
9. *Self-destructive behavior*
10. *Sexual problems*

Question 2: Discuss the types of holistic therapy.

Answer: The following are types of holistic theory

- **Mind-body therapy:** Mind-body therapy uses a group of holistic practices to increase relaxation. Each focuses on improving overall health by enhancing how your mind interacts with your bodily function.
- **Eclectic or integrative therapy:** Eclectic or integrative therapy uses multiple techniques to serve the goal of healing or making mental health progress. By taking a multifaceted approach to therapy, you might be able to address your specific and unique needs to promote real healing and growth. This approach combines multiple therapies and their elements to create a more holistic approach that is tailored and specific to each patient.
- **Spiritual therapy:** Spiritual therapy uses both spiritual faith and your belief system to explore and address any problems you might be dealing with. This form of therapy seeks to treat your soul as well as your mind by using the faith you have in your higher power to analyze and address conflicts you face in life.
- **Somatic therapy:** Somatic counselling is a body-centric therapy technique that uses multiple strategies to help you heal from trauma, mental health conditions, stress, and more. During somatic therapy sessions, the focus is on breathwork, meditation, or even dance.

Question 2: discuss the advantages of family system therapy.

Answer: Advantages of family system therapy

- **Increases family bond:** Family therapy can have a strong impact on the overall bond of a family. It allows family members to see the struggles of one of their own – and understand what they are going through.
- **Raises awareness:** Family therapy is often required when one member of the family is engaging in behaviour that is having a negative impact on the rest of the family. Family therapy allows the person to see the impact of their actions on the family.
- **Family members respect the person:** Similar to the above, family members might not realise what their member is going through and may not be aware that they have a mental health condition.
- **Results in happier family:** Usually, Family therapy is able to restore a family's bond, eliminate any negative atmosphere and overall, make the family have a healthier relationship.
- **Useful tools:** Family members will learn a lot during the therapy. They will learn tools to help them support one another in the long-term. This can help guard against future relapses and problems.
- **Grievances can be aired:** It is likely that all members of the family will have plenty to say regarding the situation. Family therapy gives each family member an opportunity to talk about their feelings in a controlled environment, where the therapist will ensure that everyone has a chance to speak.

Extended activities

(Questions and answers)

Question 1: Explain the problems addressed by humanistic therapy.

Answer: Humanistic therapy has been used to treat a range of different mental health conditions. Some of these include:

- Anxiety
- Depression
- Low self-esteem
- Panic disorder
- Personality disorders
- Post-traumatic stress disorder (PTSD)
- Psychosis
- Relationship problems

- Substance use
- Trauma

Question 2: Discuss the types of humanistic therapy.

Answer: Some of these types include:

- **Client-centered therapy:** Also known as person-centered therapy, this approach involves the therapist taking a non-directive approach to the therapy process. The individual acts as an equal partner, while the therapist offers empathy and unconditional positive regard.
- **Existential therapy:** This is a philosophical approach to therapy that works to help people better understand their place in the universe. It works by helping people explore the things that bring meaning to their life.
- **Gestalt therapy:** This form of humanistic therapy focuses on a person's current life and experiences rather than looking at their past. It places a great deal of emphasis on how the individual perceives and makes meaning out of their experiences. Gestalt therapy puts the focus on the here and now.
- **Logotherapy:** This type of therapy focuses on helping people find ways to endure life's difficulties and find a sense of purpose and meaning. It proposes that finding meaning in life can help improve mental well-being and relieve symptoms of conditions including depression, grief, and trauma.
- **Narrative therapy:** This approach to therapy helps people identify their values and skills by focusing on their personal stories and experiences. It strives to help people see that they are separate from their problems.
- **Solution-focused therapy:** Solution-Focused Brief Therapy (SFBT) is a short-term goal-focused evidence-based therapeutic approach which helps clients change by constructing solutions rather than focusing on problems.
- **Solution-Focused therapy:** Therapist and client then carefully search through the client's life experience and behavioural repertoire to discover the necessary resources needed to co-construct a practical and sustainable solution that the client can readily implement.

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