

**Year 11 G-H PSYCHOLOGY**

<b>Subject</b>	<b>Psychology</b>
<b>Class/ Division</b>	<b>Year 11 G-H</b>
<b>Week</b>	<b>3(21st Feb to 25<sup>th</sup> Feb )</b>
<b>Work sent to students via</b>	<b>Zoom Meeting and Google Classroom</b>
<b>Total number of lessons per week</b>	<b>3 Zoom Classes( Synchronous) 1 Google Classroom</b>
<b>Topic (Term 1 Lesson)</b>	<b>Sleep and Dreaming</b>

<p><b>Lesson Topic</b></p>	<ul style="list-style-type: none"> <li>• <b>Hobson and McCarley's (1997) activation-synthesis theory of dreaming</b></li> <li>• <b>Freud(1909) Little Hans: Analysis of a Phobia in a Five Year Old boy</b></li> </ul>
<p><b>Content in Sleep and Dreaming</b></p>	<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Evaluate the Hobson theory of dreaming including strengths and weaknesses of the theory: <ul style="list-style-type: none"> <li>a. random activation</li> <li>b. sensory blockade</li> <li>c. movement inhibition</li> </ul> </li> </ul>
<p><b>Task</b></p>	<ul style="list-style-type: none"> <li>• Outline the study using APRC</li> <li>• Evaluate the study of little Hans giving its strengths and weaknesses</li> </ul>
<p><b>Resources</b></p>	<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Discuss the activation synthesis theory of dreaming including strengths and weaknesses of the theory: <ul style="list-style-type: none"> <li>a. random activation</li> <li>b. sensory blockade</li> <li>c. movement inhibition</li> </ul> </li> <li>• State the study of Little Hans giving its Aim , Procedure, Results and</li> </ul>

## Conclusions

- Discuss the study of little Hans explaining the strengths and weaknesses

**Task 1:** Answer the following question:

Mike woke up and remembered his dream. He had dreamt that he was climbing a mountain which was covered in snow made out of shredded paper. Every time Mike got halfway up the mountain, he was pushed down to the bottom again by a large panda bear. Mike told his friend at work about the dream and she said it must have some hidden meaning. However, Mike does not believe his dream has any meaning. How would Freudian dream theory explain what Mike can remember of his dream? How would activation synthesis theory explain Mike's dream?

**Task 2:** Google Classroom session: Do the Exam-style question on Page 243 and submit it on GC.

**Task 3:** Peer Assessment Task: Vicky is 12 years old. She is shopping with her 17-year-old sister Pamela when she observes Pamela taking make-up from the shop without paying. That night, Pamela's friends are complimenting her on how nice her new make-up is. When Vicky is at the shops the following week, she takes make-up without paying. How would social learning theory explain why Vicky takes this make-up without paying?(Students will answer on to GC and their peers will evaluate their answers)

TB. Psychology Book Edexcel GCSE (9-1) 1 pp. 239- 244

