

# Index Cards

How simple tools can be used to  
creatively structure engaged learning  
activities

# The No-Name Ice-Breaker

Using the index card you picked-up at registration, ***write only first word*** that comes to mind after seeing the image on the next page.

*(We will be sharing words in a moment!)*



# The No-Name Ice-breaker

When you have finished writing your word, return the card to one of the workshop facilitators.

**Some words that came to mind...**

# Discussion

How is this activity relevant?

What can we learn from a better understanding of ourselves?

Why is the study of psychology important to society?

# TRUE or FALSE

*Purpose:* As a group, attempt to dispell some of the popular myths in psychology.

# TRUE OR FALSE with index cards

In this activity, you will consider some popular myths of Social Psychology. You should...

Read the statement

Discuss with someone nearby

When ready, raise the

**GREEN** card to indicate **TRUE**

**RED** card to indicate **FALSE**

**TRUE**



**FALSE**



# Think, pair share!

(Turn to your neighbor and discuss, then share your ideas with the class!)

Being surrounded by others affects ones performance on certain tasks.

**True** or **False?**

# Think, pair share!

(Turn to your neighbor and discuss, then share your ideas with the class!)

Being surrounded by others affects ones performance on certain tasks. **TRUE**

# Why?

Being surrounded by others affects ones performance on certain tasks. **TRUE**

**Sometimes referred as *conformity*, simply put, it describes how people are influenced by others around them, or even media that they are exposed to.**

# Think, pair share!

(Turn to your neighbor and discuss, then share your ideas with the class!)

Beliefs are the same as attitudes

**True** or **False?**

# Think, pair share!

(Turn to your neighbor and discuss, then share your ideas with the class!)

Beliefs are the same as attitudes. **FALSE**

# Why?

Beliefs are the same as attitudes. **FALSE**

A *belief* is something a person thinks is true with or without evidence to support it. An *attitude* includes an emotional component (e.g. how you feel about an issue or a person). Attitudes are shaped by the people around us.

Also:

A *value* are related to long-lasting beliefs about what is important to a person. Beliefs can become values when a person's commitment to that idea grows.

A *Behaviors* is something we actually do. Our beliefs, attitudes, and values affect how we comport ourselves.

# Think, pair share!

(Turn to your neighbor and discuss, then share your ideas with the class!)

Our attitudes are stable across our lifetimes. **False**

**True** or **False?**

# Think, pair share!

(Turn to your neighbor and discuss, then share your ideas with the class!)

Our attitudes are stable across our lifetimes. **False**

# *Why?*

Our attitudes are stable across our lifetimes.

**Attitudes are subject to situational factors and tend to vary between contexts. It is possible to hold multiple attitudes about a single object. Our attitudes can be shaped by evaluations of expectations, values, and affective responses at any given moment in time.**

# Discussion

The activity was helpful. **True or False?**

In what ways could the activity make one aware of one's preconceptions?

How can we use the activity (and what we know) to think more critically about psychological issues?

How would you apply or extend the activity to your students?

# Summary of **True** or **False**?

These examples come from myths related to social psychology, but the activity can be readily used in other disciplines with other examples as well.

For other myths about popular psychology, consider reading *Great Myths of Popular Psychology. Inquiry: Critical Thinking Across the Disciplines* (Sitzman & Rhodes, 2011)

# **Special thanks to...**

Rita Obeid and Anna Schwartz for helping to develop this activity!

# Next activity: Stroop Dupe

**FALSE**

**TRUE**



# **Groups with Index Cards**

*Purpose:* In mixed groups, brainstorm ideas for lesson planning.

# Shifting gears a bit...

## Developing lesson plans

The American Psychological Association (APA) has created a set of guidelines for undergraduate education in psychology. The guidelines are available online and can be accessed here:

<http://www.apa.org/ed/precollege/about/psymajor-guidelines.pdf>

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**APA GUIDELINES**  
*for the Undergraduate*  
**Psychology Major**

VERSION 2.0  
August 2013

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AMERICAN  
PSYCHOLOGICAL  
ASSOCIATION

**Five Goal standards, each with a set of specific learning outcomes.**

Goal 1: Knowledge base in psychology

Goal 2: Scientific inquiry and critical thinking

Goal 3: Ethical and social responsibility in a diverse world

Goal 4: Communication

Goal 5: Professional development

# **Breakout Groups:**

## **Using standards to develop lessons**

The APA Guidelines for the Undergraduate Psychology Major can be used as a tool for structure effective lessons in psychology.

We are going to try to use the standards proposed in the guidelines to develop lessons.

# First!

Please read the article titled “APA Guidelines for the Undergraduate Psychology Major, Version 2.0” (Hettich, 2014).

For more information about the guidelines, you can also visit the website directly:

<http://www.apa.org/ed/precollege/about/psymajor-guidelines.pdf>

# See dot. Find group. Select outcome.

Turn to the back of your name index card. You will break up into groups according to the color dot that is on the back of your card. Each group will develop ideas for a lesson plan according at least one selected outcome in each of the 5 goal areas:

Blue - Goal 1: Knowledge base in psychology

Red - Goal 2: Scientific inquiry and critical thinking

Orange - Goal 3: Ethical and social responsibility in a diverse world

Green - Goal 4: Communication

Purple - Goal 5: Professional development

# In your groups...

You can now begin drafting a lesson outline using the outcome that you have been assigned. If you need any additional resources, either list them at the bottom or ask for help!

*Remember:* this is a brainstorming activity and the product does not need to be perfect!

# Discussion

What are these activities good for?

- Encouraging more equal participation among students
- Illustrative activities to render more meaningful presentations of topics

How can I adapt it to my class?

- Different subject, standards, and students