

Topic & specification ref: 3.2.4 Perceptual processes Lesson 2			
Lesson aim: To introduce cognitive psychology by inviting students to consider how the mind can be understood and studied			
Material to be learned:			
Concepts	Facts	Skills	Metacognitive
Cognition Inference Computer metaphor 'Black box'	Similarities and differences between minds and computers	Making inferences from evidence Suggesting alterations to research tasks	Identifying own inferential processes Reflection on lesson content
Assessment strategies		Details as appropriate	
Question and answer	Throughout. Assertive. AfL. Scaffolding.		
Self assessment			
Peer assessment			
Individual learner review			
Group presentation			
Observation of skill			
Assignment/homework	Thinking up questions; suggesting research tasks		
Summative test			
Teaching and learning techniques (tick as applicable):			
Whole class teaching	✓	Presentations	
Coaching and instruction		Discussion	✓
Working in small groups	✓	Practical exercises	
Individual project work		Practical demonstrations	✓
Role-playing exercises		Copying notes	
Case study		Comprehension questions	
Inclusion:			
SEN			
G&T			
Other			
Health & safety: see departmental risk assessment			
Lesson sequence:			
Timing:	Content:		
0-15	Orientation task: what's in the box. Groups of 3 must work out what's in their box. Keep track of 1. Conclusions; 2. Evidence on which these are based. 2 minutes. Pick groups, ask for explanations. Highlight how evidence is used to inform conclusions & how what we already know is used as a basis for understanding new things. Question: why is a psychologist asking you to guess what's in boxes? Discuss possibilities. Introduce session aims .		
15-20	Presentation: Black boxes. Cognitive psychology.		
20-30	Question: what is a metaphor? Explore answers. Presentation: use of metaphors in psychology. Question: how is the mind like a computer? Allow discussion, take & explore suggestions. Summarise using diagram.		
30-35	Activity: what does the information processor do? Use demos on slides. Students must develop but not share ideas. 3 rd slide: each student must predict what the output will be. Question – who got it wrong? Explore. Who got it right? Explore. Point to how comparison of input and output leads to a theory about the processor & some theories allow predictions about system behaviour. Link with cognitive psychology.		
35-45	Demonstration: the invisible gorilla. Question: what does this demo tell us about how the mind processes info? Discuss . OPTIONAL Question: how could the demo be changed to tell us more about the mind? Discuss .		
45-50	Question: how are computers & minds different? Allow discussion & then take suggestions. Stress that map is not territory.		
50-60	Set homework . Reflection activity: note down most interesting/difficult thing from today's lesson; justify choices. Pick students to explain/compare.		
Resources:			
Cognitive 2 slides 'Black boxes' with different contents (e.g. drawing pins, lump of plasticene, coins etc.)			