

Psychology

LESSON OBJECTIVE	In this lesson, students learn about conformity: what it is, why we do it and different types of conformity, as well as cultural differences in attitudes towards it.
LANGUAGE REFERENCE	Unit 1: Word formation: <i>participant, psychologist</i> ; Past simple and past perfect Unit 2: <i>Do, take and make</i> collocations: <i>make friends, make an attempt, make a choice, do research</i> ; Modal verbs of obligation, permission, prohibition, advice and criticism: <i>don't have to, must, ought to</i>

WARMER

Elicit different kinds of social groups that students feel they belong to. Encourage them to think about both small groups (e.g. family, group of friends at school) as well as larger groups (e.g. member of a neighbourhood community, member of a country, citizen of the world). Make a list of the groups on the board.

- 1 In pairs, students look at the photos and quickly compare and contrast them. Encourage them to discuss what issue they are illustrating.

Suggested answers

Both photos show groups of business people. However, in the first photo they are all wearing similar clothes and are smiling in their meeting. They look like they are all quite similar to one another. In the second, however, one worker is wearing very different clothes to the others, who are looking at him disapprovingly. He doesn't look like he fits in with the rest of the group.

- 2 In the same pairs, students discuss what they understand by the term *conformity*. If they are not sure, suggest that they think about the issues illustrated in the photo. They then read the text quickly to check their answer and find a definition.

Answers

Conformity is a social influence, where individuals change their attitude, behaviour and/or beliefs to fit in with group norms.

Before reading the text again, write the words in the *Vocabulary focus* box on the board and ask students to find them in the text. Pre-teach some of the words if necessary.

- 3 Students work alone to read the text and match the section headings to the correct paragraph.

Answers

- 1 What is conformity?
- 2 Reasons for conforming
- 3 Main types of conformity
- 4 Research
- 5 Non conformity

- 4 Students read the text in detail and choose the correct option. Remind them to correct the false sentences. Note in feedback that although the answer to question 3 is probably true, it is not actually mentioned in the text, which just says it is crucial for children to learn conformity at a young age.

Answers

- 1 F (It can happen while alone, for example with regard to hygiene and eating.)
- 2 T
- 3 NM
- 4 F (In two types of conformity, people can conform but not necessarily change their own opinion.)
- 5 T
- 6 T
- 7 F (It is more prevalent in, but not restricted to, these countries.)

- 5 In pairs, students discuss the questions. If necessary, refer them to the groups you wrote on the board in the Warmer. Feedback as a class.

?? DID YOU KNOW?

Direct the students to the *Did you know?* box. Read the information about the US settlers being non conformists. If you wish, you could ask students if they can think of any famous people who might be considered a non conformist and how this may have helped them become successful.

PROJECT

- 1 In small groups, students choose one of the three experiments listed. Make sure a similar number of groups chooses each experiment.
- 2 Each student chooses one or two of the headings to find out about, making sure that all the headings have been covered. They use books or the Internet to find out about the experiment and make notes under the relevant heading.
- 3 The group prepares a short presentation about their experiment. Put groups together who have chosen different experiments and allow time for them to present their experiment to the other group.