## LESSON PLAN CLASS - XII PSYCHOLOGY

		CHAPTE	R - 1, Variations in	Psychological Att	ributes		
No. of periods re	quired - 25						
Specific	Pedagogical	Group	Interdisciplinary	Resources	Assessment	Feedback and	Inclusive
Learning	strategies	activities /	linkages and	including ICT	items	remedial	practices full
Outcomes		Experiments /	infusion of life			teaching	participation
		hands on	skills				without
		learning					discrimination
<ol> <li>Understand the meaning and significance of the concept of individual differences in psychology.</li> <li>Describe the different approaches to the study of individual differences, including the trait approach and the type approach.</li> <li>Discuss the role of heredity and</li> </ol>	The teacher can give a lecture on the topic, highlighting the important concepts and theories in the chapter. They can also use examples and real-life situations to make the content more engaging and relatable. <b>2.</b> Discussion: The teacher can facilitate a class	1. Divide the class into groups and assign each group a specific time period or influential figure in the history of psychology. Ask them to create a visual timeline that highlights the key events, theories, and contributions during that period or by that individual. Each group can present	1. Connect with Biology and Genetics: Explore the biological and genetic factors that contribute to variations in psychological attributes. Discuss the role of genes, heritability, and the influence of the nervous system on intelligence, personality traits, and other psychological	1. Online Articles and Websites: Share links to reputable psychology websites or online articles that provide in-depth information on individual differences, intelligence, personality, and gender differences. Websites like the American	1. Multiple- Choice Questions: Create multiple- choice questions that assess students' knowledge of key concepts, theories, and research findings related to individual differences, intelligence, personality, and gender differences. Ensure that the options	1. Feedback on Assessments: Provide timely and specific feedback on students' assessments, highlighting their strengths and areas for improvement. Address misconceptions, inaccuracies, or incomplete understanding of key concepts. Encourage	1. Create a Safe and Respectful Environment: Establish clear expectations for respectful behavior and ensure that all students feel safe and valued in the classroom. Encourage open and honest discussions while emphasizing the importance of respecting diverse perspectives and
environment in the development of individual differences. 4. Understan d the concepts of intelligence and aptitude, and distinguish between them. 5. Explain the different types of	discussion on the topic, encouraging students to share their thoughts and opinions. This can help to deepen their understanding of the topic and foster critical thinking skills. Multimedia resources: The	their timeline to the class, fostering discussion and understanding of the historical development of psychology. 2. Create posters or display boards representing	attributes. Connect with the field of genetics and biology to understand how nature and nurture interact to shape individual differences. 2. Analyze Sociocultural	Psychological Association (APA) and the British Psychological Society (BPS) offer resources specifically designed for students, including articles, research summaries, and interactive tools.	that the options represent common misconceptions and plausible distractors to test students' understanding. 2. Sample question: Which of the following best defines heritability	students to reflect on their performance and offer suggestions for further development. 2. Individualized Feedback: Offer personalized feedback to each student, taking into account their	experiences. 2. Use Inclusive Language: Use inclusive language that avoids stereotypes, assumptions, or discriminatory language related to individual

intelligence,	teacher can use	different branches	Influences: Examine		in the context of	unique learning	differences,
including	multimedia	of psychology	the impact of	2. Multimedia	individual	needs and	intelligence,
Spearman's g-factor	resources such as	such as cognitive,	sociocultural factors	Presentations:	differences? a) The	progress. Provide	personality, or
theory and	videos, animations,	developmental,	on psychological	Create or find	extent to which	suggestions for	gender differences.
Gardner's multiple	and images to help	social, clinical, etc.	attributes. Discuss	multimedia	genetics determine	additional	Model inclusive
intelligences theory.	students visualize	Divide the class	how cultural norms,	presentations that	an individual's	resources, such as	language and
<b>6.</b> Discuss the	and understand	into small groups	socialization	combine text,	behavior b) The	textbooks, articles,	encourage
methods used to	complex concepts	and assign each	practices, and	images, and	extent to which	or online materials,	students to do the
measure intelligence	in the chapter.	group a specific	socioeconomic	videos to explain	environment	that can help	same when
and aptitude,	3. Case	branch. Ask them	status influence	key concepts and	influences an	students deepen	discussing
including	studies: The teacher	to research and	intelligence,	theories related to	individual's	their	psychological
	can provide case	gather information	personality	individual	behavior c) The	understanding of	attributes.
standardized tests	studies that	about their	development, and	differences.	extent to which	the topic.	
and projective	highlight the	assigned branch,	gender roles.	Platforms like	genetics and	Encourage	4. Diverse
techniques.	application of the	including its key	Analyze case	PowerPoint, Prezi,	environment	students to seek	Examples and Case
7. Analyze	concepts and	concepts,	studies or real-life	or Google Slides	interact to shape	clarification and	Studies:
the cultural and	theories covered in	theorists, and	examples that	can be used to	individual	ask questions to	Incorporate
social factors that	the chapter. This	practical	demonstrate the	develop visually	differences d) The	enhance their	examples and case
influence individual	can help to make	applications. Then,	interaction between	appealing	extent to which	comprehension.	studies that
differences in	the content more	set up a gallery	individual	presentations that	social factors		represent diverse
intelligence and	relevant and	walk where each	differences and the	incorporate	determine an	3. Remedial	individuals and
aptitude.	applicable to real-	group presents	sociocultural	relevant	individual's	Sessions: Conduct	populations.
8. Understan	life situations.	their findings and	context.	multimedia	behavior	remedial sessions	Include examples
d the concept of	4. Group	students have the		elements. This		for students who	that highlight the
creativity and its	activities: The	opportunity to	3. Introduce	approach can	3. Short	require additional	variability of
relationship with	teacher can	explore and learn	students to	enhance students'	Answer Questions:	support. These	psychological
intelligence.	organize group	about the various	statistical	comprehension	Ask students to	sessions can be	attributes across
	activities such as	branches.	techniques used in	and engagement	provide concise	conducted in small	different cultures,
	group projects,		psychology to	with the material.	written responses	groups or on an	socioeconomic
	role-plays, and	4. Provide	analyze and	3. Interactive	that demonstrate	individual basis,	backgrounds, and
	debates that	students with case	interpret individual	Simulations: Use	their	focusing on	genders. This
	require students to	studies related to	differences. Teach	interactive	understanding of	addressing specific	allows students to
	apply the concepts	real-life	concepts such as	simulations or	specific	learning gaps or	understand and
	covered in the	psychological	correlation,	virtual labs to help	psychological	areas of difficulty.	appreciate the
	chapter. This can	phenomena or	regression, and	students	attributes and their	Use interactive	diversity in human
	help to promote	disorders. Divide	inferential statistics	understand	variations. These	teaching methods,	experiences.
	active learning and	them into small	to help students	complex concepts	questions can	such as	
	collaborative skills.	groups and assign	understand how	related to	require students to	discussions, case	
		each group a	researchers	intelligence,	define concepts,	studies, or hands-	
		different case	measure and	personality, or		on activities, to	
		study. Ask them to	analyze	gender	explain theories, or	reinforce the	
		analyze and	psychological	differences. These	analyze research	concepts and	

concepts to understand the individual'sconduct their own small-scale research projects.variables, collect data, and observe the outcomes.behavior, emotions, and thoughts. Groups can present their analysis and conclusions to the class, encouraging critical thinking and problem- solving skills.variables, collect data, and observe the outcomes.variables, collect variousvariables, collect data, and observe the outcomes.variables, collect behavior, emotions, and thoughts. Groups can present their analysis and conclusions to the class, encouraging critical thinking and problem- solving skills.variables, collect data, and observe the outcomes.variables, collect interactive solving skills.variables, collect data, and observe the outcomes.variables, collect interactive solving skills.variables, collect data, and observe the outcomes.variables, collect interactive solving skills.variables, collect interactive psychological topics.
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			LESSO	N PLAN								
			CLAS	S - XII								
			PSYCH	OLOGY								
	CHAPTER - 2, Self and Personality											
No. of periods re	equired - 25											
Specific Learning Outcomes	Pedagogical strategies	Group activities / Experiments / hands on learning	Interdisciplinary linkages and infusion of life skills	Resources including ICT	Assessment items	Feedback and remedial teaching	Inclusive practices full participation without discrimination					
1. Understand the concept of self and its significance in psychology.	1.Graphic Organizers: Use graphic organizers like mind maps,	1. Personality Test: Have students take a personality test, such as the Myers-	1. Linkage with Sociology: Personality traits can impact an	1. Personality Tests: Various online personality tests can be used	1. Multiple-Choice Questions: Multiple-choice questions can be	1. Regular Assessments: Regular assessments can	1. Encourage Diversity: Encourage diversity by incorporating					

2. Describe the	Venn diagrams,	Briggs Type	individual's	to help students	used to assess	help teachers	multiple
different	flow charts, and	Indicator or the Big	behavior in social	understand the	students'	identify areas	perspectives and
components of	concept maps to	Five Personality	situations. Teachers	different	knowledge and	where students are	examples that
self, including the	help students	Traits test, and	can encourage	personality traits	understanding of	struggling and	reflect the diversity
self-concept, self-	visually organize	then discuss their	students to analyze	and their impact	the key concepts	provide targeted	of your students.
esteem, and self-	and connect the	results in small	the impact of	on behavior. Some	related to	feedback and	This can include
efficacy.	different concepts	groups. This can	personality traits on	popular tests	personality. For	remedial teaching.	examples from
· · · · · · · · · · · · · · · · · · ·	covered in the	help students	social behavior and	include the Myers-	example, "Which of	Teachers can use	different cultures,
3. Explain the role	chapter.	understand the	how it can influence	Briggs Type	the following is not	the results of these	ethnicities,
of socialization and	2. Real-Life	different	the dynamics of	Indicator, the Big	one of the Big Five	assessments to	genders, and
culture in shaping	Examples: Provide	personality traits	social groups.	Five Personality	Personality Traits?"	design customized	socio-economic
the development	real-life examples	and their impact	2. Linkage with	Traits test.	2. Short Answer	remedial plans for	backgrounds.
of self and	and case studies to	on behavior.	Anthropology:	2. Interactive	Questions: Short	individual students.	2. Use Inclusive
personality.	illustrate the	2. Self-Reflection	Anthropology	Videos: There are	answer questions	2. Constructive	Language: Use
4. Discuss the	concepts covered	Activities: Have	examines human	many interactive	can be used to	Feedback: Teachers	language that is
different theories	in the chapter. This	students reflect on	behavior and	videos available	assess students'	should provide	inclusive and
of personality	can help students	their own	culture in different	online that can	ability to apply the	constructive	avoids stereotypes
development,	to understand an	personality and	societies. Teachers	help students	concepts related to	feedback that	or assumptions
including the	apply the concepts	behavior by	can discuss how	understand	personality to real-	focuses on the	based on gender,
psychodynamic,	in a more	keeping a journal	cultural influences	complex	life scenarios. For	strengths and	race, ethnicity,
behavioral, and	meaningful way.	or completing a	can shape an	psychological	example, "Explain	weaknesses of	sexual orientation,
humanistic	3. Interactive	self-reflection	individual's	concepts related to	how personality	each student.	or disability. Be
approaches.	Presentations:	activity. This can	personality and how	personality.	traits can influence	Feedback should	mindful of the
5. Analyze the	Create interactive	help students to	these differences	Teachers can use	an individual's	be specific, clear,	language you use
factors that	presentations with	understand their	can impact cross-	platforms like	choice of career."	and actionable,	when discussing
contribute to the	animations, videos,	own strengths and	cultural	YouTube, Vimeo,	3. Essay Questions:	and should help	personality traits
formation of	and audio to make	weaknesses and	communication.	or Ted-Ed to find	Essay questions	students identify	and avoid
	the content more	how they can	3. Linkage with	and share these	can be used to	areas where they	reinforcing
personality traits,	engaging and	improve.	Biology: Some	videos with their	assess students'	need to improve.	stereotypes.
including genetics,	interesting. This	3. Observation	personality traits	students.	ability to analyze	3. Peer Feedback:	3. Create a Safe
environment, and	can help students	Exercise: Have	may have a genetic	3. Websites and	and evaluate	Teachers can	Space: Create a
culture.	to retain the	students observe	basis. Teachers can	Blogs: Various	different	encourage	safe space where
6. Understand the	information better.	and analyze the	introduce the idea	websites and blogs	personality	students to	students feel
concept of self-	4. Classroom	behavior of people	of nature versus	are dedicated to	theories and their	provide feedback	comfortable to
regulation and its	Discussions:	in a public place,	nurture and explore	providing	applications in real	to their peers. This	share their
role in achieving	Encourage	such as a park or a	how genetics and	information and	life. For example,	can help students	thoughts and
personal goals and	classroom	mall. Then, have	environment can	resources related	"Discuss the	learn from each	feelings without
maintaining well-	discussions where	them discuss their	shape an	to psychology.	strengths and	other and develop	fear of judgment or
being.	students can ask	observations in	individual's	Some popular	weaknesses of the	their critical	discrimination.
7. Describe the	questions and	small groups and	personality.	websites include	psychoanalytic	thinking and	Encourage open
different	share their	analyze how	4. Infusion of Life	the American	theory of	communication	communication
mechanisms of	thoughts on the	personality traits	Skills: The study of	Psychological	personality."	skills.	and respectful

defense used by individuals to cope with stress and anxiety, including repression, denial, and rationalization. 8. Explain the concept of self- actualization and its relationship with personal growth and fulfillment. 9. Discuss the different factors that contribute to the formation of positive and negative self- concepts, including feedback from others, past experiences, and cultural norms. 10. Analyze the impact of social media and technology on the development of self and personality.	topic. This can help to develop critical thinking skills and foster a deeper understanding of the content. 5. Role Play: Use role play activities to help students understand different theories and concepts. For example, students can role play as different personality types or as different characters from a book or a movie.	might influence behavior. 4. Role Play: Divide students into small groups and have them role play different personality types. This can help students to understand different perspectives and the impact of personality on behavior. 5. Group Discussions: Divide students into small groups and have them discuss different personality theories and their applications in real life. This can help students to develop critical thinking skills and improve their understanding of the topic.	personality can help students develop important life skills such as self- reflection, communication, and self-awareness. Teachers can encourage students to reflect on their own personality traits and how they can improve their interpersonal skills. 5. Linkage with Career Planning: Understanding one's personality type can help students make informed career choices. Teachers can encourage students to explore different career options that align with their personality traits and interests.	Association, Psychology Today, and Verywell Mind. Teachers can use these resources to provide additional information and insights related to personality. 4. Infographics and Posters: Infographics and posters can be used to summarize the main concepts related to personality. Teachers can use platforms like Pictograph to create these resources and share them with their students.	<ul> <li>4. Case Studies:</li> <li>Case studies can be used to assess students' ability to apply the concepts related to personality to real- life situations. For example, "Analyze the personality traits of a fictional character and explain how these traits influenced their behavior in a particular situation."</li> <li>5. Group Projects:</li> <li>Group Projects:</li> <li>Group projects can be used to assess students' ability to work</li> <li>collaboratively and apply the concepts related to personality to real- life situations. For example, "As a group, create a personality profile of a well-known public figure and explain how their personality traits have influenced their success."</li> </ul>	4. One-on-One Sessions: Teachers can schedule one- on-one sessions with students who are struggling. These sessions can be used to provide targeted feedback and remedial teaching and to help students develop strategies for improving their performance. 5. Use of Visual Aids: Teachers can use visual aids such as diagrams, flowcharts, and mind maps to help students understand complex concepts related to personality. Visual aids can help students organize their thoughts and make connections between different concepts.	dialogue among students. 4. Accommodate Individual Needs: Accommodate the individual needs of students with disabilities, learning difficulties, or different learning styles. Provide alternative formats of materials, such as audio or visual aids, or offer extended time or extra support. 5. Collaborative Learning: Encourage collaborative learning, where students work together in groups or pairs to share their ideas, perspectives, and experiences. This can foster a sense of community among children.
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## CLASS - XII PSYCHOLOGY

No. of portions of	CHAPTER - 3, Meeting Life Challenges No. of periods required - 20											
Specific Learning Outcomes	Pedagogical strategies	Group activities / Experiments / hands on learning	Interdisciplinary linkages and infusion of life skills	Resources including ICT	Assessment items	Feedback and remedial teaching	Inclusive practices full participation without discrimination					
<ol> <li>Understand the concept of stress and its significance in psychology.</li> <li>Identify the different types of stressors, including environmental, interpersonal, and internal stressors.</li> <li>Describe the different psychological and physiological responses to stress, including the fight-or-flight response and the general adaptation syndrome.</li> <li>Analyze the different coping strategies used to manage stress, including problem- focused coping and emotion- focused coping.</li> <li>Understand the</li> </ol>	<ol> <li>Present case studies or scenarios that depict individuals facing different life challenges, such as academic stress, family conflicts, or major life transitions. Assign students to analyze the case studies, identify the challenges, and propose appropriate coping strategies or resilience-building techniques. Encourage students to think critically and apply psychological concepts to real- life situations.</li> <li>Group Discussions and Debates: Facilitate group discussions or debates on various topics</li> </ol>	1. Divide the class into small groups and assign each group a well- known personality trait inventory, such as the Big Five personality traits (Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism). Ask each group to research and understand the traits included in their inventory and develop a short questionnaire or survey to assess these traits in their group members. Each group can administer the inventory to their group members and calculate individual scores. Then, they can discuss the results	<ol> <li>Connect with subjects like</li> <li>Sociology, Biology, and Philosophy to explore the various aspects of meeting</li> <li>life challenges. For example, discuss</li> <li>the sociological factors that influence an</li> <li>individual's ability</li> <li>to cope with</li> <li>challenges, the</li> <li>biological processes</li> <li>related to stress</li> <li>response, and</li> <li>philosophical</li> <li>perspectives on</li> <li>resilience and</li> <li>personal growth.</li> <li>Collaborate with</li> <li>teachers from other</li> <li>disciplines to create</li> <li>integrated lessons</li> <li>or projects that</li> <li>highlight the</li> <li>interdisciplinary</li> <li>nature of meeting</li> <li>life challenges. This</li> </ol>	<ol> <li>Share links to reputable websites and online articles that provide in- depth information on coping strategies, stress management, resilience, and personal development.</li> <li>Examples include Psychology Today, American</li> <li>Psychology Today, American</li> <li>Psychological</li> <li>Association (APA) website, or educational psychology websites.</li> <li>Encourage students to explore these resources independently and discuss key</li> <li>findings or insights in class. This promotes self- directed learning and encourages</li> </ol>	<ol> <li>Essay Questions:         <ul> <li>Discuss the concept of</li> <li>resilience and its</li> <li>role in meeting life</li> <li>challenges. Provide</li> <li>examples and</li> <li>strategies for</li> <li>building resilience.</li> <li>Analyze the</li> <li>impact of stress on</li> <li>physical and</li> <li>psychological well-</li> <li>being. Discuss</li> <li>effective stress</li> <li>management</li> <li>techniques.</li> </ul> </li> <li>Case Studies:         <ul> <li>a) Present a case</li> <li>study of an</li> <li>individual facing a</li> <li>significant life</li> <li>challenge. Ask</li> <li>students to</li> <li>identify the</li> <li>psychological</li> <li>factors at play and</li> <li>propose</li> <li>appropriate</li> <li>coping strategies.</li> <li>b) Provide a</li> </ul> </li> </ol>	<ol> <li>Provide specific and constructive feedback to each student based on their performance in assessments.</li> <li>Highlight their strengths and areas for improvement related to meeting life challenges.</li> <li>er personalized gestions for hancing coping ategies, problem- ving skills, stress nagement hniques, and lience-building ed on individual eds and challenges.</li> <li>Conduct group feedback sessions where common patterns or misconceptions related to meeting life challenges are addressed.</li> </ol>	oster a classroom ironment that ues diversity, motes inclusivity, l respects ividuals' unique eriences and spectives. stablish ground es for respectful nmunication and havior, emphasizing importance of ive listening, pathy, and open- ndedness. Incourage students share their own eriences with eting life challenges, ating a safe space open dialogue and derstanding. Develop students' sitivity and areness of the Illenges faced by ividuals from diverse kgrounds, including se with different					

concept of	related to meeting	and analyze the	can involve joint	students to	scenario where a	Encourage	lities, cultural
resilience and its	life challenges.	implications of	classroom activities,	engage with	person is dealing	students to share	kgrounds, or socio-
role in coping with	Assign students	these traits on	guest lectures, or	current research	with a major career	their thoughts,	nomic statuses.
adversity and	different	behavior and	cross-curricular	and evidence-	transition. Ask	strategies, and	ncorporate diverse
stress.	perspectives on a	interpersonal	assignments.	based practices.	students to analyze	experiences,	mples, case studies,
6. Discuss the	particular	relationships.	3. Incorporate life	3. Create	the challenges	fostering a	real-life stories that
different factors	challenge, such as		skills development	interactive	involved and	supportive	resent a wide range
that contribute to	the benefits and	2. Provide	into the curriculum,	presentations	suggest effective	learning	ndividuals'
the development	drawbacks of	students with case	focusing on skills	using presentation	coping	environment.	eriences in meeting
of resilience,	stress, or different	studies that involve	relevant to meeting	software such as	mechanisms.	3. Facilitate class	challenges.
including social	approaches to	individuals with	life challenges.	PowerPoint or		discussions where	<u> </u>
support, positive	resilience.	different	These skills can	Prezi. Include		students can	
thinking, and	Encourage	personality traits or	include problem-	multimedia		exchange ideas,	
adaptive coping	students to	disorders. In	solving, decision-	elements like		perspectives, and	
skills.	support their	groups, students	making, effective	images, videos,		suggestions for	
7. Analyze the	arguments with evidence from	should analyze and discuss the case	communication,	and animations to		overcoming	
impact of stress on	research or	studies, applying	stress management,	engage students		specific challenges.	
physical and	personal	their knowledge of	emotional	and present key		This encourages	
mental health,	experiences. This	personality	regulation, and	concepts related to		collaborative	
including the	strategy promotes	theories and	resilience-building.	meeting life		learning and	
development of	critical thinking,	concepts to		challenges.		provides	
stress-related	active	understand the		4. Embed		opportunities for	
disorders such as	participation, and	behavior and		interactive quizzes		peer support.	
anxiety and	the exploration of	motivations of the		or self-assessment			
depression.	different	individuals. Each		activities within the			
8. Understand the	viewpoints.	group can present		presentations to			
concept of positive	3. Introduce	their analysis,		allow students to			
psychology and its	mindfulness and	highlighting the		test their			
focus on	relaxation	influence of		understanding and			
promoting well-	techniques to help	personality traits		receive immediate			
being and positive	students manage	on the person's		feedback on their			
emotions.	stress and enhance	actions and		progress.			
9. Identify the	well-being. Conduct guided	decisions. 3. Introduce					
different factors	mindfulness	students to					
that contribute to	exercises or	experimental					
happiness and	relaxation activities	design by having					
well-being,	in the classroom.	them design and					
including positive	You can use apps,	conduct simple					
relationships, a	audio recordings,	personality					
sense of purpose,	or lead the	experiments. In					
sense of purpose,			1				

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and a growth	exercises yourself.	groups, students			
mindset.	After each session,	can develop			
10. Discuss the role	provide time for	hypotheses related			
of mindfulness and	students to reflect	to specific			
meditation in	on their	personality traits			
reducing stress	experiences and	and design			
and promoting	discuss the impact	experiments to test			
well-being.	of these	them. For example,			
wen being.	techniques on their	they could			
	mental and	investigate			
	emotional well-	whether extraverts			
	being.	perform better in			
		group settings			
		compared to			
		introverts. Each			
		group can present			
		their experimental			
		design, explain the			
		rationale behind			
		their hypotheses,			
		conduct the			
		experiment, collect			
		data, and discuss			
		their findings. This			
		activity encourages			
		students to think			
		critically about			
		personality traits			
		and their impact			
		on behavior.			

Specific	Pedagogical	Group	Interdisciplinary	Resources	Assessment	Feedback and	Inclusive		
No. of periods required - 25									
CHAPTER - 4, Psychological Disorders									
PSYCHOLOGY									
			CLASS	- XII					
LESSON PLAN									

Learning Outcomes	strategies	activities / Experiments / hands on learning	linkages and infusion of life skills	including ICT	items	remedial teaching	practices full participation without discrimination
1. Understand the concept of abnormalbehavior and its significance in psychology.2. Describe the different approaches to the classification of psychological disorders, including the DSM and the ICD.3. Identify the different categories of psychological disorders, and personality disorders.4. Analyze the different causes of psychological disorders, and personality disorders.4. Analyze the different causes of psychological disorders.5. Understand the	1. Case Studies and Group Discussions:Present casestudies ofindividuals withdifferentpsychologicaldisorders andassign students toanalyze anddiscuss them insmall groups.Encouragestudents to identifythe symptoms,potential causes,and appropriatetreatmentapproaches foreach disorder.Facilitate groupdiscussions wherestudents cancompare andcontrast differentdisorders andshare their insights.2. Role-Playing andSimulation: Dividestudents into smallgroups and assigneach group aspecificpsychologicaldisorder. Instruct	I. Case Studies andDiagnosis: Providegroups with casestudiesrepresentingindividuals withdifferentpsychologicaldisorders, such asdepression,anxiety, orschizophrenia.Instruct each groupto analyze the casestudy, identify thesymptoms, andattempt todiagnose theindividual'sdisorder. They candiscuss thediagnostic criteria,possible causes,and treatmentoptions for eachdisorder. Groupscan present theirfindings andengage indiscussionscomparing andcontrastingdifferent disorders.2. StigmaReduction	<ol> <li>Discuss the biological basis of psychological disorders by exploring the role of genetics, neurobiology, and brain functioning in the development and manifestation of disorders.</li> <li>Explore the social and cultural factors that influence the occurrence and treatment of psychological disorders, such as the impact of societal norms, stigma, and cultural beliefs on individuals with mental health conditions.</li> <li>Highlight the connection between psychological disorders and other disciplines, such as sociology, by examining the social determinants of mental health,</li> </ol>	1. Share links to reputable websites and online articles that provide comprehensive information on various psychological disorders, their symptoms, causes, and treatment approaches. Examples include the American Psychological Association (APA) website, National Institute of Mental Health (NIMH), and Mayo Clinic's Mental Health section. 2. Utilize educational video platforms like YouTube or educational websites that offer interactive videos and animations related to psychological disorders. These resources can	<ol> <li>Provide a set of multiple-choice questions that cover the key concepts, symptoms, and diagnostic criteria of different psychological disorders. Ask students to select the most appropriate answer from the given options.</li> <li>Present case scenarios involving individuals with specific psychological disorders. Ask students to analyze the case, identify the disorder, and explain the symptoms, potential causes, and appropriate treatment approaches.</li> <li>Pose short- answer questions that require students to</li> </ol>	<ol> <li>Provide timely feedback to students on their understanding of psychological disorders. Offer specific comments on their strengths and areas for improvement. Focus on both content knowledge and the application of concepts.</li> <li>Use a variety of feedback methods, such as written comments, verbal feedback during class discussions, or individual conferences, to address students' individual needs and promote their learning.</li> <li>Identify students who may require additional support or have specific learning challenges related to psychological disorders. Offer</li> </ol>	<ol> <li>Foster a classroom environment that values diversity and promotes respect for all students. Set clear expectations for respectful communication, active listening, and open- mindedness.</li> <li>Encourage students to share their perspectives and experiences related to psychological disorders, and ensure that their contributions are valued and respected.</li> <li>Use inclusive language that avoids stereotypes, stigmatization, and derogatory terms related to psychological disorders. Teach students the importance of</li> </ol>
concept of	them to research the disorder and	Campaign: Divide the class into	the impact of social	visually illustrate concepts, case	demonstrate their understanding of	one-on-one	using respectful

Its significance in consimulation that be acting roup a specific psychological individuals living disorder. Instruct disorders. Toris activity helps and disorders. Instruct disorders. Toris activity helps and disorder and its prosters. Inconcurst spechological impact of social individuals with a dependence of the original disorders. In a disorder and the spechological disorder and tis presentations that tests. Individuals first on a disorder and tis presentations that tests. Individuals first on a disorders, and disorders, base attempting bases, such as psekers, such as psekers, such as toris. They can provide first-hand disorders, basing their insights and the role of students disorders, basing essay and tests. Individuals first, or promote empathy and understanding, merital health conditions, their insights and the role of students disorders, basing essay attempting others, psychological disorders, and management, cong skills, and understanding and provide first-hand disorders, to since, their insights and ther insights and ther is mights and ther is mights and ther is mights and there is motions, the experiences of present their spychological disorders, to firm a students tor psychological disorders, to firm a students and ingrave and therapies, and therapies, and therapies, and therapies, their sampling others, psychological disorders, to firm a students and ingraves, their is mights and therapies, and therapies, and therapies, and therapies, their emotions, make informed basing, psychological disorders, to firm a available disorders, to firm a students and in psychological disorders, to firm a available disorders, to firm a available disorders, to firm a available disorder s, bychol	comorbidity and	prepare a role-play	groups and assign	support systems,	studies, and	psychological	remedial teaching	and person-first
the diagnosis and treatment of psychological disorders.depicts the experiences of individuals living disorder. Instruct disorders.specific psychological disorder. Instruct them to research and develop stigma reduction and develop sychological disorders.social inequalities in contributing to disorder.methods, making methods, making the content more the content more the content more disorders.example, ask them methods, making disorders.health condi disorders.6. Identify the psychological disorders.This activity helps students develop example, and the asigma reduction and develop posters, brochures including clinical indeviduals 'lives, increviews and disorders, to share treatments of psychological disorders, to share the development into the state avareness about the disorder.social inequalities incruiting tincite students to content students to content disorders.example, ask them methods, making disorders or students to content and anxiety to cater to to cater to socioleconor treatments for matinities and teres treatments psychological disorders, to share the remotions, resources of psychological disorders, to share the remotions, psychological disorders, to share the remotions, sorte for treat and theres and in socioleconor treatments develop skills to manage their instruct them to treatements develop skills to manage their motion to spychological disorders, to share p	its significance in	or simulation that	each group a	and the role of	treatment			language when
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psychological disorders.iindividuals living disorders.disorder. Instruct hem to researce and develop a stigma reduction and develop a stigma reduction assigma reduction psychological disorders.engaging and memorable for students develop a disorders.disorders. and develop a stigma reduction and develop a stigma reduction and develop a stigma reduction students develop assigma reduction they can create assigma reduction they can create assigma reduction they can create students to online treatents for psychological including clinical inferent teams for psychological interviews and disorders, such as stockers, prochures, or multimedia presentations that amin to ducate and rease averages, and supporting others.engaging and memorable for students to online disorders.different clinic tools and assessment questions that ation individuals fues, prompt students to resources to resources to resources to resources to resources to resources to resources to resources to socioeccomor bychological individuals with psychological disorders, rot psychological psychological psychological individuals with paschological disorders, the challenge stories. They can stories. They can stories. They can campain to the class, forstering and support strugging students develop and prownotic their endotions, psychological disorders, the challenge stories. They can stories. They		experiences of	psychological		the content more	to explain the	needs.	health conditions.
disorders.with that disorder.them to research and develop students develop empathy and uderstanding psychological disorders, dependent to the assigned disorders or assigned disorders to empower additional psychological disorders, dependent to the subout disorders, bare psychological different mative students develop empathy and uderstanding psychological disorders, dependent to the students to adjust disorders or adjust disorders or adjust disorders or adjust disorders or students to online disorders, disorders, disorders, disorders, disorders, adjust disorders, psychological individuals files, psychological disorders, to share discust store, theri compet students to discust stores, have free students discussions on reducting stima accumts discussions on students develop therapies, stores, They can psychological disorders, to share discust stores, They can psychological disorders, to share discust store, they and the simpact stores and promotic students disorders, and relationships, and medication, and discussions on students stores, they can psychological disorders, stores, They can psychological disorders, stores, They c	psychological	individuals living	disorder. Instruct		engaging and	difference between	4. Tailor instruction	4. Ensure that the
6. Identify the different methods used to diagnose psychological disorders, depening their including clinical interviews and disorder and its psychological individuals 'lives, raise awareness about the disorder, individuals' lives, psychological disorders, benotheres, psychological disorders, individuals' lives, psychological individuals' lives, raise awareness about the disorder, psychological individuals' lives, raise awareness about the disorder, psychological individuals' lives, raise awareness about the disorder, psychological individuals' lives, raise awareness about the disorder, psychological individuals' lives, raise awareness about the disorder, psychological disorders, to share disorders, helping individuals with psychological disorders, helping individuals with psychological disorders, helping individuals kith psychological disorders, helping individuals kith psychological disorders, helping individuals kith psychological disorders, helping individuals kith etaces, helping individuals kith satuents dare disorders, helpin			them to research		memorable for	mood disorders	to cater to	curriculum includes
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losolidels, including clinical interviews and disorder and its impact on tests.deepening their oposters, brochures, prosters, brochures, or multimedia presentations that aim to educate and attests.students with practical strategies for maintaining mental well-being and supporting others.assessment questionnairesdisorders.additional examples, and supporting others.7. Analyze the disorders, psychological including experiences of psychological alternative their insights and attersters5. Incorporate attests, or promote empathy and understanding, task sources to stores, porting storesting, and management, oping skills, problem-solving, and its impact on stories. They can stories. They can stories. They can their insights and influviduals with psychological gain disorders, or share disorders, so thare their insights and individuals with psychological disorders, by pological stories. They can stories. They can students gain a disorders, so thare their insights and individuals with psychological gain adpromoting and its impact on individuals with offerferet students develop skills to manage their emotions, navigate elsons.additional elsons and adpromoting mental health. Sychological gain adpromoting mental health.disorders, by con- communication students develop skills to manage their emotions, navigate relationships, and make informed disorders.additional elsons on students develop skills to manage their emotions, navigate relationships, and make informed disorders.additional additional the challenges individuals face and the available <td< th=""><th></th><th></th><th>-</th><th></th><th></th><th></th><th>3</th><th></th></td<>			-				3	
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the development and the available the symptoms and activities that	that contribute to	5		,				
and the available the symptoms and	the development							
of resilience and support and challenges faced promote active	<u> </u>							
recovery from treatment options. by individuals with listening,	recovery from		5	-				
psychological 4. Multimedia that disorder. The perspective-taking,				0,				
disorders. Resources: Utilize groups can act out and effective								

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			CLASS	5 - XII			
			PSYCHO	DLOGY			
			CHAPTER - 5, Thera	peutic Approache	S		
No. of periods r	equired - 20						
Specific Learning	Pedagogical strategies	Group activities /	Interdisciplinary linkages and	Resources including ICT	Assessment items	Feedback and remedial	Inclusive practices full
Outcomes		Experiments / hands on	infusion of life skills			teaching	participation without

# LESSON PLAN

		learning					discrimination
1. Understand the	1. Assign students	1. Divide the class	1. Explore the	1. Utilize online	1. Provide students	1. Provide specific	1. Encourage
concept of	roles of therapists	into groups and	connections between	assessment tools	with a case study	and constructive	collaborative
psychotherapy and	and clients and	assign each group	therapeutic	and platforms to	scenario that	feedback to	learning activities
its significance in the	conduct role-plays	a different	approaches and other	create quizzes and	requires them to	students on their	where students can
treatment of	to demonstrate	therapeutic	disciplines such as biology, sociology,	assessments that	apply therapeutic	understanding and	work together in
psychological	different	approach, such as	and neuroscience.	evaluate students'	approaches to	application of	diverse groups.
disorders.	therapeutic	cognitive-	Discuss how	understanding of	analyze and	therapeutic	Assign group
2. Identify the	approaches. For	behavioral therapy,	biological factors,	therapeutic	propose	approaches.	projects or
different	example, students	person-centered	social contexts, and	approaches.	appropriate	Identify areas of	discussions that
approaches to	can practice	therapy, or	neuroscientific	Platforms like	interventions. Ask	strength and areas	allow students to
psychotherapy,	conducting a	psychoanalysis.	findings influence	Quizlet, Kahoot, or	them to identify	that need	share their
including	cognitive-	Instruct each group	therapeutic	Google Forms	the therapeutic		
psychodynamic,	behavioral therapy	to prepare and	interventions and	5		improvement,	knowledge,
behavioral,	session or a	perform a role-	outcomes.	allow you to create	approach, explain	offering	perspectives, and
cognitive, and	person-centered	playing therapy	2. Invite guest	interactive quizzes	the rationale	suggestions for	experiences related
humanistic	therapy session.	session based on	speakers from	and provide	behind their	further	to therapeutic
therapies.	This hands-on	their assigned	related fields, such	immediate	choice, and outline	development.	approaches.
3. Describe the	activity helps	approach. They can	as psychiatry,	feedback to	a treatment plan	2. Offer praise for	Emphasize the
techniques used in	students	create scenarios	counseling, or	students.	based on the given	their efforts and	value of diverse
psychodynamic	understand the	that reflect	social work, to	2. Recommend	case.	progress,	perspectives and
therapy, including	application of	common issues,	share their	psychology-related	2. Organize a role-	highlighting	the importance of
free association and	therapeutic	such as anxiety or	perspectives and	podcasts that	play activity where	examples of	active listening and
interpretation.	techniques and the	depression, and	experiences with	discuss therapeutic	students can	effective	respectful
4. Analyze the	dynamics between	demonstrate how	therapeutic	approaches and	demonstrate their	therapeutic	dialogue.
techniques used in	therapists and	their chosen	approaches.	related topics.	understanding of	techniques they	2. Discuss biases,
behavioral therapy,	clients.	approach would be	3. Assign projects	Students can listen	therapeutic	have utilized.	stereotypes, and
including exposure	2. Case Studies and	applied. After each		to podcasts during	techniques. Assign	3. Encourage peer	stigmas associated
therapy and	Analysis: Present	performance, allow	or case studies that	their free time to	them different	feedback and peer	with mental health
systematic	case studies of	time for group	require students to	further enhance	roles, such as	assessment	and therapeutic
desensitization.	individuals seeking	discussions on the	integrate	their	therapist and	activities where	approaches.
5. Understand the	therapy and assign	effectiveness and	knowledge from	understanding of	client, and assess	students can	Challenge
techniques used in	students to analyze	techniques used in	multiple disciplines	therapeutic	their ability to		misconceptions
cognitive therapy,	and discuss the	each approach.	to analyze and	techniques and	effectively apply	provide feedback	and promote
including cognitive	application of	2. Provide groups	evaluate the			to each other on	
restructuring and	different	with case studies	effectiveness of	their applications.	therapeutic	their application of	critical thinking to
cognitive-behavioral	therapeutic	of individuals	therapeutic	3. Encourage	approaches, active	therapeutic	help students
therapy.	approaches.	facing various	interventions.	students to follow	listening, empathy,	approaches. This	recognize and
6. Describe the	Encourage	psychological	4. Emphasize the	reputable	and	promotes	address their own
techniques used in	students to identify	challenges or	development of life	psychology-related	communication	collaboration and	biases. Encourage
humanistic therapy,	the appropriate	disorders. Instruct	skills that are	social media	skills.	allows students to	discussions that
including client-	approach for each	each group to		accounts or join	3. Pose essay	learn from each	explore the impact

centered therapy	case, considering	analyze the case	relevant to	online	questions that	other's strengths	of societal
and gestalt therapy.	the client's	study, identify the	therapeutic	communities	require students to	and weaknesses.	attitudes and
7. Analyze the	symptoms, goals,	most suitable	approaches. These	focused on	critically analyze		stereotypes on
effectiveness of	and personal	therapeutic	skills can include	therapeutic	and evaluate the		individuals seeking
different	circumstances. This	approach for the	active listening,	approaches. This	effectiveness of		therapy.
therapeutic	activity promotes	individual, and	empathy, effective	can provide them	specific therapeutic		3. Be attentive to
approaches in the	critical thinking	develop a	communication,	with additional	approaches.		the individual
treatment of	and the ability to	treatment plan.	problem-solving,	resources,	Encourage them to		needs of students
psychological	apply theoretical	They should	stress	discussions, and	provide examples		and provide
disorders.	knowledge to	explain the		opportunities to	and evidence to		accommodations
8. Understand the	practical situations.	theoretical basis of	management, and	engage with	support their		when necessary.
concept of group	3. Divide the class	their chosen	self-reflection.	professionals and	arguments and		This may include
therapy and its	into groups and	approach, outline	5. Incorporate role-	fellow psychology	demonstrate a		providing
advantages in the	assign each group	specific	playing activities	enthusiasts.	comprehensive		additional
treatment of	a specific	interventions, and	that allow students	entriusiasts.			
psychological	therapeutic	consider potential	to practice		understanding of		resources or
disorders.	approach. Instruct	challenges in	therapeutic skills,		the approaches.		materials in
9. Analyze the	them to research	implementing the	such as active				different formats,
different types of	and prepare	treatment plan.	listening, empathy,				ensuring physical
group therapy,	arguments in favor	Groups can present	and providing				accessibility, or
including support	of their assigned	their findings and	feedback.				allowing for
groups and	approach,	engage in	Encourage students				flexible assessment
psychoeducational	emphasizing its	discussions	to reflect on their				methods. Create
groups.	effectiveness,	comparing and	experiences and				an environment
• 10. Discuss the role	principles, and	contrasting	discuss the				where students
of alternative	limitations. Then,	different	effectiveness of				feel comfortable
therapies, including art therapy and	conduct a class	therapeutic	different				requesting
mindfulness-based	debate where	approaches.	communication				accommodations
therapy, in the	groups present	3. Organize a	strategies.				or expressing their
treatment of	their arguments	workshop on	6. Engage students				needs.
psychological	and engage in a	mindfulness and	in discussions and				
disorders.	discussion on the	relaxation	activities that				
	strengths and	techniques. Divide					
	weaknesses of	the class into	promote self-				
	each therapeutic	groups, with each	awareness,				
	approach.	group responsible	emotional				
	<b>4.</b> Invite guest	for teaching a	regulation, and				
	speakers who are	specific technique,	self-care. Teach				
	practicing	such as deep	them strategies for				
	therapists from	breathing,	managing stress,				
	different	progressive muscle	setting boundaries,				
	therapeutic	relaxation, or	and maintaining				

orien	ntations to	guided imagery.	overall mental		
share	e their	Each group can	well-being.		
expe	riences and	prepare a short	· · · · · · · · · · · · · · · · · · ·		
insig	hts. They can	presentation on			
discu	uss their	the technique,			
appro	oach to	provide			
thera	apy, the	instructions, and			
techr	niques they	lead a practice			
use, a	and the	session for the rest			
	enges they	of the class. This			
face.	This firsthand	hands-on activity			
ассон	unt from	allows students to			
	essionals in the	experience and			
	helps students	understand the			
	a deeper	application of			
	erstanding of	relaxation			
thera	apeutic	techniques in			
appro	oaches and	therapeutic			
their	practical	settings.			
appli	ication.				
	-				

## LESSON PLAN CLASS - XII PSYCHOLOGY

	CHAPTER - 6, Attitude and Social Cognition									
No. of periods required - 12										
Specific Learning Outcomes	Pedagogical strategies	Group activities / Experiments / hands on	Interdisciplinary linkages and infusion of life skills	Resources including ICT	Assessment items	Feedback and remedial teaching	Inclusive practices full participation without			
		learning					discrimination			
1. Understand the	1. Start the lesson	1. Divide the class	1. Connect the	1. Engage students	1. Create multiple-	1. Tailor feedback	1. Set clear			
concept of attitude	with real-life	into small groups	concepts of attitude	in analyzing social	choice questions	to individual	expectations for			
and its significance	examples or case	and instruct each	and social cognition	media platforms to	that assess	students' needs	respectful and			
in social	studies that	group to design an	to other disciplines	explore how	students'	and learning styles.	inclusive behavior			
	illustrate attitudes,	attitude survey on	such as sociology,	attitudes and	knowledge and	Identify areas	in the classroom.			

psychology.	stereotypes, or	a specific topic,	anthropology,	social cognition	comprehension of	where each	Encourage
2. Identify the	social perception.	such as climate	communication	are manifested	key concepts	student may be	students to
different	These examples	change, gender	studies, or	online. Assign	related to attitude	struggling or	embrace diversity,
components of	can be drawn from	equality, or social	neuroscience.	tasks where	and social	excelling and	listen to different
attitude, including	current events,	media usage. Each	Discuss how these	students examine	cognition. For	provide targeted	perspectives, and
affective,	historical events, or	group can	fields contribute to	social media posts,	example, "Which of	feedback	engage in
behavioral, and	everyday	administer the	our understanding	comments, or	the following is an	accordingly. Offer	constructive
cognitive	situations. Discuss	survey to the class	of attitudes, social	advertisements to	example of a	personalized	discussions. Create
components.	the impact of	or a sample of	perception, and	identify persuasive	cognitive bias?" or	suggestions for	a safe space where
3. Describe the	attitudes and social	individuals, collect	cognitive processes.	techniques,	"What is the	improvement or	all students feel
different types of	cognition on	responses, and	2. Help students	cognitive biases, or	difference between	additional	comfortable
attitudes, including	individuals and	analyze the data.	understand how	the formation of	explicit and implicit	resources to	expressing their
explicit and	society,	They can present	attitudes and social	online attitudes.	attitudes?"	support their	thoughts and
implicit attitudes.	encouraging students to	their findings, discussing the	cognition are	This helps them	2. Pose short	learning.	opinions.
4. Analyze the	critically analyze	factors influencing	relevant and	understand the	answer questions	2. Promote self-	2. Incorporate
factors that	the factors that	attitudes and the	applicable in their	influence of social	that require	reflection by	diverse examples
influence the	influence our	implications of	daily lives. Explore	media on attitudes	students to	asking students to	and perspectives
formation and	perceptions and	these attitudes on	examples from	and behavior.	provide brief	assess their own	related to attitudes
change of	judgments.	behavior.	various contexts	2. Set up online	explanations or	understanding of	and social
attitudes, including	2. Group	2. Persuasion	such as	discussion forums	definitions of key	attitude and social	cognition in your
cognitive	Discussions and	Techniques Role-	relationships,	or platforms such	terms and	cognition	teaching materials.
dissonance and	Debates: Foster	Play: Assign each	decision-making,	as Google	concepts. For	concepts.	Highlight
social influence.	group discussions	group a persuasion	advertising, politics,	Classroom,	example, "Define	Encourage them to	contributions from
5. Understand the	and debates on	technique, such as	or social media.	Moodle, or	cognitive	identify areas	individuals of
concept of social	controversial topics	fear appeal, social	Encourage students	Edmodo, where	dissonance and	where they feel	different
cognition and its	related to attitudes	proof, or	to reflect on how	students can	provide an	confident and	backgrounds,
significance in	and social	credibility. Instruct	attitudes and social	engage in virtual	example," or	areas where they	cultures, and
social psychology.	cognition. Assign	them to research	cognition influence	discussions related	"Explain the social	need further	identities. This
	students different	and understand	their own behaviors	to attitude and	identity theory and	development.	promotes a
6. Identify the	perspectives on a	their assigned	and interactions.	social cognition.	its implications for	Provide guiding	broader
different processes	particular issue,	technique,	3. Assign group	Encourage active	group behavior.	questions or	understanding of
involved in social	such as the effects	including real-life	projects that	participation, ask	3. Present students	prompts to	attitudes and social
cognition,	of media on	examples. Each	require students to	thought-provoking	with hypothetical	facilitate their self-	cognition beyond a
including	attitudes or the role of social	group can then	apply concepts of	questions, and	scenarios or real-	reflection process.	single perspective.
perception,	influence in	prepare and perform a role-play	attitude and social	foster collaborative	life case studies	3. Incorporate	3. Promote
judgment, and attribution.	shaping	scenario that	cognition to real-	learning among	that involve	opportunities for	collaborative
	stereotypes.	demonstrates the	world scenarios. For	students.	attitudes and	peer feedback and	learning activities
7. Analyze the	Encourage	application of their	example, they could	3. Recommend	social cognition.	collaboration.	that encourage
factors that	students to present	persuasion	analyze and present	mobile	Ask them to	Assign activities	students to work in
influence the	their arguments,	technique. After	on the role of	applications that	analyze the	where students	diverse groups.
accuracy of social							

cognition,	challenge each	each performance,	attitudes in social	provide	situation, identify	can provide	Assign group
including cognitive	other's viewpoints,	engage in a	movements or	educational	relevant concepts,	feedback to their	projects or
biases and	and support their	discussion on the	examine the impact	content related to	and propose	peers' work or	discussions where
heuristics.	arguments with	effectiveness of the	of social cognition	attitude and social	appropriate	engage in group	students with
8. Understand the	evidence from	technique and the	on intergroup	cognition. Apps	strategies for	discussions to	different
concept of social	research or	ethical	dynamics. This	like PsychTerms,	understanding and	exchange ideas	backgrounds and
influence and its	personal	considerations	encourages	TED, or Quizlet	managing	and perspectives.	perspectives can
significance in	experiences.	involved.	teamwork, research	offer interactive	attitudes and	Encourage	share their
social psychology.	3. Self-Reflection	3. Conduct a	skills, critical	resources,	social interactions	constructive	experiences and
9. Identify the	and Personal Bias	stereotype	thinking, and	flashcards, quizzes,	in those scenarios.	feedback that	contribute to the
different types of	Awareness: Engage	awareness activity	interdisciplinary	and educational	4. Assign essay	focuses on	learning process.
social influence,	students in self-	to promote	understanding.	videos that can	questions that	improvement and	This allows for the
	reflection activities	understanding and	and of branching.	reinforce students'	require students to	growth.	exchange of ideas
including	to increase	challenge		understanding and	demonstrate their	4. Use formative	and promotes
conformity,	awareness of their	stereotypes. Assign		engagement with	understanding of	assessments	empathy and
compliance, and	own attitudes and	each group a		the subject matter.	attitude and social	throughout the	understanding.
obedience.	biases. Assign	specific stereotype		the subject matter.	cognition concepts	chapter to monitor	understanding.
10. Analyze the	prompts that	and instruct them			and apply them to	students' progress	
factors that	encourage	to research and			real-world	and identify areas	
influence the	students to reflect	develop a			examples or	for remediation.	
likelihood of social	on their own	presentation or skit			research studies.		
influence,	attitudes,	that challenges the			For instance,	These assessments can be in the form	
including group	stereotypes, or	stereotype. Each			"Discuss the role of		
size and unanimity.	experiences of	group can present				of quizzes, concept	
	prejudice. Ask	their work,			persuasion	maps, or short	
	them to explore	highlighting the			techniques in	written reflections.	
	how these	inaccuracies and			advertising and	Use the results to	
	attitudes may have	harmful effects of			provide examples,"	provide targeted	
	been shaped and	stereotypes.			or "Explain how	feedback and	
	what steps they	Encourage			social cognition	adapt your	
	can take to	discussions on the			affects the	teaching strategies	
	challenge or	importance of			formation of	accordingly.	
	change them.	challenging			stereotypes and		
	Promote open and	stereotypes and			prejudice."		
	respectful discussions where	promoting inclusive attitudes.					
	students can share						
	their reflections	<b>4.</b> Introduce the					
	and learn from	concept of implicit					
	each other.	biases and conduct					
		an Implicit					
	4. Conduct role-	Association Test					
	playing activities or	(IAT) in groups. The					

simulations that	IAT measures the		
allow students to	strength of		
experience the	associations		
influence of social	between different		
cognition firsthand.	concepts and		
Assign roles where	categories. Each		
students act out	group can		
different social	administer the IAT		
situations, such as	to their group		
a job interview or a	members, discuss		
group decision-	the results, and		
making scenario.	reflect on the		
After the role-play,	implications of		
facilitate a	implicit biases on		
discussion on the	social cognition		
impact of social	and behavior. This		
cognition on	activity promotes		
individuals'	awareness of		
behaviors and the	implicit biases and		
potential	encourages		
consequences of	discussions on		
stereotypes or	prejudice and		
prejudices.	discrimination.		

#### LESSON PLAN CLASS - XII PSYCHOLOGY

	CHAPTER - 7, Social Influence and Group Processes									
No. of periods required - 12										
Specific Learning Outcomes	Pedagogical strategies	Group activities / Experiments / hands on learning	Interdisciplinary linkages and infusion of life skills	Resources including ICT	Assessment items	Feedback and remedial teaching	Inclusive practices full participation without discrimination			
1. Understand the concept of group and its significance	1. Conduct role- plays or simulations to	1. Conduct a conformity experiment to	1. Connect the concepts of social influence and group	1. Set up online discussion forums or platforms where	1. Present students with case studies or scenarios	1. Schedule one- on-one or small group feedback	1. Set clear ground rules and expectations for			
in social psychology.	demonstrate social	illustrate the power	processes with	students can	involving social	sessions to address	respectful and			

2. Identify the	influence and	of social influence.	other disciplines	engage in	influence and	students' specific	inclusive behavior
different types of	group processes.	Instruct the class to	such as sociology,	asynchronous	group dynamics.	learning needs.	in the classroom.
groups, including	Assign students	form small groups	anthropology, or	discussions related	Ask them to	Use these sessions	Emphasize the
formal and informal	specific roles and	and assign them a	communication	to social influence	analyze the	to clarify concepts,	importance of
groups, in-groups	scenarios that	task, such as	studies. Explore	and group	situation, identify	address	treating others
and out-groups, and	illustrate	solving a simple	how these concepts	processes.	the social	misconceptions,	with respect,
reference groups.	conformity,	problem or making	intersect with	Encourage them to	psychological	and provide	listening to diverse
3. Analyze the	obedience, or	a judgment about	broader social	share their	concepts at play,	additional	perspectives, and
different processes	group dynamics.	a visual stimulus.	dynamics and	thoughts, ask	and propose	guidance.	avoiding
involved in group	For example,	However, provide	human behavior.	questions, and	strategies to	Encourage	discriminatory
formation and	students can	incorrect or	Discuss the	engage in dialogue	address or manage	students to ask	language or
development,	simulate a mock	ambiguous	interdisciplinary	with their peers.	the situation	questions and seek	actions.
including social	jury deliberation or	information to one	research and	2. Use online	effectively.	clarification on any	2. Foster an open
identity and social	a group decision-	group while giving	theories that	survey tools to	2. Assign group	challenging topics.	and safe
comparison.	making process.	the correct	contribute to	conduct surveys	projects where	2. Encourage peer	environment where
4. Understand the	This hands-on	information to the					
concept of social	activity allows	rest. Observe how	understanding	and polls related	students work	feedback and	students feel
norms and their	students to	the group with	social influence and	to social influence	together to	collaboration	comfortable
significance in social	experience and	incorrect	group processes.	and group	investigate a	among students.	expressing their
influence.	understand the	information	2. Present students	processes.	specific aspect of	Assign peer-review	thoughts and
5. Analyze the	dynamics of social	conforms to the	with real-life case	Students can	social influence or	activities where	opinions.
factors that	influence and	majority opinion.	studies or scenarios	create their own	group processes.	students can	Encourage
influence conformity	group behavior.	Afterward, engage	that involve social	surveys or	They can conduct	provide feedback	respectful
to social norms,	2. Group	in a discussion	influence and group	participate in	research, design	on each other's	discussions that
including group size	Discussions and	about the reasons	processes.	existing ones,	experiments, or	work or engage in	value diverse
and unanimity.	Debates: Facilitate	behind conformity	Encourage students	allowing them to	create	group discussions	perspectives and
6. Understand the	group discussions	and its	to analyze these	gather and analyze	presentations that	to enhance their	challenge
concept of social	or debates on	implications.	cases from multiple	data related to	demonstrate their	understanding.	discriminatory
facilitation and its	topics related to	2. Divide the class	perspectives,	group dynamics	understanding of	This collaborative	attitudes or
significance in group	social influence	into groups and	considering	and social	the concepts and	approach allows	stereotypes.
processes.	and group	assign each group	psychological,	influence.	their ability to	students to learn	3. Provide
7. Analyze the	processes. Assign	a decision-making	sociological, and	3. Utilize virtual	apply them to real-	from and support	opportunities for
factors that	students different	scenario, such as	cultural factors. This	collaboration tools	world situations.	each other.	all students to
influence social	perspectives or	choosing a class	interdisciplinary	such as Google	3. Organize role-	3. Conduct	actively participate
facilitation, including	roles to explore	outing destination	approach helps	Docs or Microsoft	playing activities	remedial teaching	in classroom
task difficulty and	different	or deciding on a	students	Teams for group	where students	sessions to provide	activities related to
individual ability.	viewpoints on	fundraising event.	understand the	projects and	can demonstrate	additional	social influence
8. Understand the	controversial	Instruct each group	complexities of	discussions. These	their	instruction and	and group
concept of group	issues. Encourage	to discuss and	social influence and	platforms enable	understanding of	support for	<u> </u>
polarization and its	critical thinking,	make a decision					processes.
significance in group	analysis of research	collectively, taking	group dynamics in	students to	social influence	students who may	Encourage
decision-making.	studies, and	into account the	different contexts.	collaborate in real-	and group	be struggling with	students to share

9. Analyze the	respectful	perspectives and	3.Organize role-	time, share ideas,	dynamics. Assign	the concepts of	their ideas, ask
factors that	exchange of ideas.	preferences of all	playing activities	and contribute to	different roles	social influence	questions, and
contribute to group	This strategy helps	group members.	where students can	group work, even	within a group	and group	engage in group
polarization,	students	After each group	experience and	when they are not	scenario and ask	processes. These	discussions. Ensure
including group	understand the	makes their	analyze the	physically present	students to act out	sessions can focus	that every
discussion and	complexity of	decision, engage in	dynamics of social	in the same	the roles while	on reviewing key	student's voice is
informational	group dynamics	a class-wide	influence and group	location.	considering the	concepts,	heard and
influence.	and the impact of	discussion on the	processes. Assign		influence and	providing	respected.
10. Understand the	social influence.	factors that	different roles to		dynamics involved.	examples, and	respected.
concept of group	3. Real-Life	influenced the	students, such as		uynannes involved.	addressing specific	
think and its	Examples and Case	group decision-	leader, follower, or			challenges faced	
negative	Studies: Provide	making process,					
consequences for	real-life examples	such as groupthink	influencer, and			by students.	
decision-making in	or case studies that	or leadership	observe how social				
groups.	demonstrate social	dynamics.	influence unfolds				
	influence and	3. Assign each	within the group.				
	group processes.	group a specific	Encourage students				
	Discuss famous	scenario where	to reflect on their				
	psychological	someone requires	experiences and				
	experiments, such	help, such as	apply psychological				
	as Asch's	witnessing a	concepts to				
	conformity	bullying incident or	understand the				
	experiments or	an emergency	dynamics at play.				
	Milgram's	situation. Instruct	a jilannes at plaji				
	obedience studies.	each group to					
	Ask students to	develop and					
	analyze the	perform a role-play					
	methods, results,	that demonstrates					
	and ethical	bystander					
		intervention. Each					
	considerations of						
	these studies and	group can explore					
	apply the findings	different outcomes					
	to everyday	based on the					
	situations.	actions of					
	4. Guest Speakers	bystanders,					
	and Expert	highlighting the					
	Interviews: Invite	impact of social					
	guest speakers or	influence on					
	experts in the field	helping behavior.					
	of social	Engage in a					
	psychology to	discussion about					
	share their	the factors that					

knowledge and	influence			
experiences. They	bystander			
can discuss real-	intervention and			
world applications	strategies to			
of social influence	overcome diffusion			
and group	of responsibility.			
processes, such as	or responsionity.			
advertising				
techniques,				
leadership in				
organizations, or				
the impact of				
social media on				
behavior. Students				
can engage in				
interactive				
sessions, ask				
questions, and				
gain insights from				
these experts.				