

Heredity and Environmental Factors as Influences in Psychological Development: Making comparisons

Students may use a Venn diagram and/or a semi-structured visual organiser as the basis for organising and recording information about their investigation into the interaction between environmental factors and heredity in influencing the psychological development of an individual. They may use print or electronic versions of the organiser.

Focus question: *What is the relationship between environmental factors and heredity in influencing psychological development of an individual?*

Engage

Using whole class discussion, think-pair-share or group work, students discuss and record their understanding of what *heredity*, *environmental factors* and *psychological development* mean.

Explore

Students discuss and identify similarities and differences in the way *heredity* and *environmental factors* may affect the psychological development of an individual and record their findings appropriately.

Explain

Students justify their response to the opening question: *What is the relationship between environmental factors and heredity in influencing psychological development of an individual?*

- They summarise, using appropriate techniques (directed or self-choice), similarities between the effect of *heredity* and *environmental factors*, on psychological development.
- They select four main differences they have identified, write in the central column of the organiser a key word representing each difference and insert their explanation from each perspective in the respective boxes.

Elaborate

Students could conduct a debate or present one viewpoint (e.g. heredity and its influence on psychological development) to the class based on information in the Venn diagram and their summary explanation.

Application

This activity and graphic organiser can be adapted to suit topics in Psychology that require students to look at ways of explaining/comparing different viewpoints in psychology. Other topics for this type of activity include:

- psychology vs psychiatry
- non-scientific vs psychological explanations of human behaviour
- Gibson and Walk's study (1960) and Campos et al. (1992)
- any two of: the psyche (as informed by Aristotle) vs mind/brain dualism (as informed by Descartes) vs consciousness (as informed by William James)
- pro- and anti-social behaviour

Related Key Skills

Investigate and inquire scientifically

- analyse and interpret data, and draw conclusions consistent with the research question
- work independently and collaboratively as appropriate and within identified research constraints

Apply psychological understandings

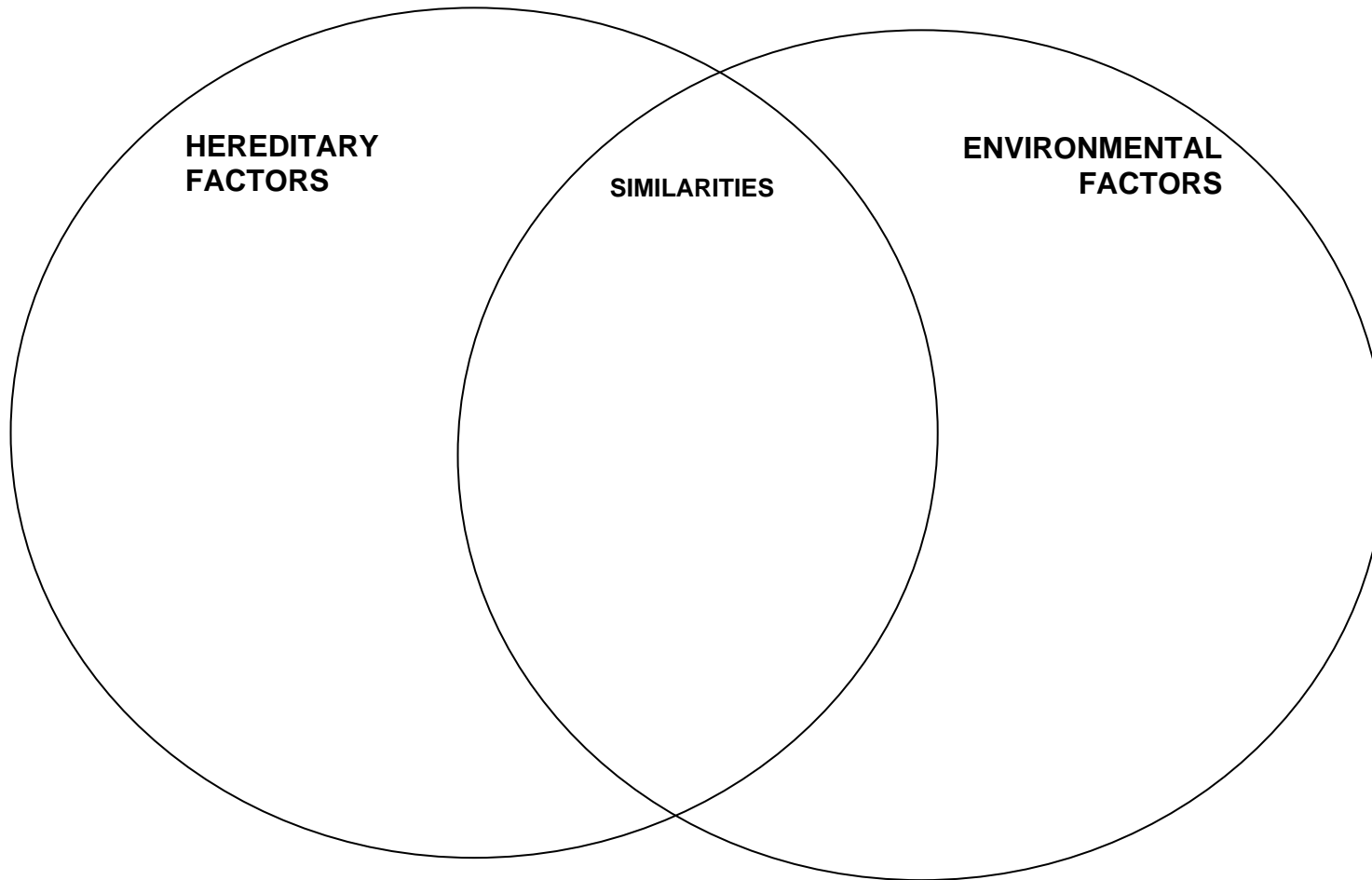
- use research literature to demonstrate how psychological concepts and theories have developed over time
- process and interpret information, and make connections between psychological concepts and theories
- apply understandings to both familiar and new contexts

Communicate psychological information and understandings

- communicate psychological information, ideas and research findings accurately and effectively
- use communication methods suitable for different audiences and purposes
- use scientific language, conventions and referencing of information sources appropriate to the medium of communication

Making comparisons

Similarities and differences between environmental factors and heredity in influencing psychological development of an individual.



Compare and Contrast




--	--



How are they alike?

<hr/> <hr/> <hr/>

How are they different?

	<p>WITH REGARD TO</p> <hr/> 	
	<hr/> 	
	<hr/> 	
	<hr/> 