OCR
Oxford Cambridge and RSA

A LEVEL
Curriculum Plan

PSYCHOLOGY

H567
For first teaching in 2015

Component 3: Environmental Psychology

Version 1

Component 3 – Enironmental Psychology

In Component 3 of the A Level specification students must study two of four optional topics, of which one is 'environmental psychology'. This option gives students the opportunity to explore a range of topics within environmental psychology, namely stressors in the environment, biological rhythms, recycling (and other conservation behaviours), ergonomics, psychological effects of built environment, and territory and personal space. Within each of the six topics in environmental psychology, students are required to know the background, a key research study and application of the topic.

The following document aims to provide a suggested scheme of work outline that you can adapt to suit your students. Issues and debates should be linked to appropriate material throughout component 3 and suggested materials are detailed below. The guided learning hours for this section is roughly 18 lessons.

Lesson No	Elements	Lesson Aims and Objectives	Lesson Content	Lesson Plenary	Homework/ Assessment (teacher, peer, self)
1	**Stressors in the environment - Background** Environmental stressors and their impact on our biological responses.	Describe environmental stressors such as temperature, noise and crowds. Discuss the impact of these environmental stressor on our biological responses. Evaluate environmental causes of stress and their impact on biological responses.	Ideas blast – students identify environmental stressors. Class discussion – why are noise, temperature and overcrowding stressful? These resources could be used by students to identify issues related to stress and environment: Temperature - http://www.hse.gov.uk/temperature/heatstress/ Noise - http://psychcentral.com/blog/archives/2007/06/06/noise-activates-our-stress-hormones/ Overcrowding http://www.psychlotron.org.uk/resources/environmental/A2_OCR_env_crowdeffects.pdf The impact on our biological responses – acute and chronic stress. Give students a basic diagram of the body to label to show the Hypothalamic Pituitary Adrenal Axis (HPAA) and Sympathetic Adrenal Medullary (SAM) Pathway and parts of the brain/body/nervous system and hormones. To include the following labels: Hypothalamus, pituitary gland, adrenal medulla, adrenal cortex, ACTH, cortisol, adrenaline, fight or flight response, Central Nervous System and Autonomic Nervous System. Extension activity – students can research Selye's GAS model and write a paragraph on the stages of biological change the body goes through – alarm, resistance, and exhaustion. Identify problems with these explanations – including determinism, individual/ situational and psychology as a science debate.	Describe environmental stressors paragraph.	Add to the paragraph by explaining how the environmental stressor leads to a biological response.

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2	**Stressors in the environment – Key Research** Black and Black (2007) Aircraft noise exposure and resident's stress and hypertension.	Describe the aim, method, results and conclusions of Black and Black's study. Evaluate Black and Black's study through the application of appropriate issues and debates. Use the study to explain how environmental stressors impact on our biological response.	This report on Aircraft noise and cardiovascular disease near London Heathrow Airport could be used as an introduction to the research. https://www.youtube.com/watch?v=RSZlH51joGc Using the original article, OCR key research or description from a textbook, students should identify the following features: Aim, participants, design, procedures, materials, results, conclusions ethics, reliability, validity, usefulness, individual/situational debate and freewill/determinism Students should then write 10 questions about the study and swap with a partner.	Identify the most appropriate issue/debate and write a discussion paragraph in relation to research into stressors in the environment.	Using the research by Black and Black (2007), explain how environmental stressors impact on our biological response (10).
3	**Stressors in the environment – Application** At least one strategy for managing environmental stress.	Describe at least one strategy for managing environmental stress. Evaluate at least one strategy for managing environmental stress. Apply knowledge of managing environmental stress to a novel source.	Strategies could include: Biological strategies – beta blockers and benzodiazepines Psychological strategies – stress inoculation training, hardiness training, problem focused coping and emotion focused coping. Students could research these strategies and summarise them in a table to include : Description, research, strengths and weakness (issues and debates).	Apply strategies to how the residents in Black and Black's study could use some of these strategies.	Discuss one strategy that could be used to manage environmental stress in this case (10)

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4	**Biological rhythms – Background** Biological rhythms and the impact of their disruption on our behaviour.	Describe ultradian, circadian and infradian rhythms. Describe the impact of the disruption of biological rhythms on our behaviour. Discuss the importance of endogenous pacemakers and exogenous pacemakers and apply appropriate issues and debates to them.	Ultradian, Circadian and Infradian rhythms – card match activity including definitions and examples of the different types of biological rhythms. Czeisler's TED talk on circadian rhythms and how it is disrupted - https://www.youtube.com/watch?v=p4UxLpoNCxU https://www.pimalung.com/dozefamily/doze_family.html Students explore the 'doze family' and watch the TED talk - identify the impact of the disruption of biological rhythms – including the effects of shift work, stress, alcohol and caffeine. The role of pacemakers and zeitgebers. https://www.youtube.com/watch?v=4MT8ekBGyM4 The case of Peter Tripp is a good example of the effects of lack of sleep on our behaviour.	Class discussion – are endogenous pacemakers or exogenous pacemakers more important. Use the appropriate debates to support the argument.	Read Czeisler et al. (1982) in preparation for next lesson.

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5	**Biological rhythms – Key Research** Czeisler et al. (1982) Rotating shift work schedules that disrupt sleep are improved by applying circadian principles.	Describe the aim, method, results and conclusions of Czeisler et al.'s study. Evaluate Czeisler et al.'s study through the application of appropriate issues and debates. Use the study to explain the impact of the disruption of biological rhythms on our behaviour.	Gap fill activity Background and aim: __% of Americans work shifts, rotating between night, evening, and daytime. Before this study, three major strategies had been used to address the problems of adaptation to shift work: _____, rapidly rotate from one shift to the next, _____. However, there are problems with each of the strategies. Czeisler et al.'s aim was to demonstrate that when schedules that consider properties of the human circadian system are introduced there will be a positive effect on workers in terms of _____,_____,_____,_____ The researchers compared 33 workers who continued to change shifts each week and ___ others who rotated shifts by phase delay once every __ days on measures of _____,_____,____,_____. Czeisler et al. suggests that work schedules that rotate should do so by successive phase _____ and that the interval between phase shifts should be as _____ as is practically possible. Method: The participants in this study were 85 ___ shift workers, aged between ___and ___ who were on ___ shifts. There was also a ____ group of 68 male non-rotating day and swing shift workers with comparable jobs. All participants worked at _____. _____ were given out to measure the 4 factors. This was measured before and after the introduction of new shift work schedules. The IV was _____. __% of workers completed the questionnaire. All staff attended a presentation on the circadian sleep-wake cycle that gave suggestions for adjusting their sleep time to their schedule, an _____ _____was also provided. Before the study, weekly shifts at the factory were rotated with each crew working an _____-hour shift for _____ days before rotating to the _____ shift. So the scheduled work time rotated in a phase _____ direction, with the 3 shifts being _____. A _____work schedule was introduced, the designed was based on circadian principles and focused on the direction of rotation and the interval between phase shifts. Shift workers on phase advance schedules were divided into two groups and placed on phase delay schedules: 33 workers continued to change shifts each week and 52 others rotated shifts by phase _____ once every ___ days. The procedure stopped after a _____, because _____ after this time an eight-hour phase delay was undertaken on every 21st day. 3 months after the introduction of the new schedules further _____were completed and 6 months later _____ was analysed. Results: Before the introduction of the new shift schedules, __% of rotators reported falling asleep at work at least once during the previous three months, __% reported that it took __ to __ days or more for their sleep schedule to adjust after each phase	Issues and Debates table for biological rhythms research: methodological issues strengths and limitations table Apply nature/nurture and individual/situational debate.	Assess the methodological issues involved when researching biological rhythms (15)

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			advance and __% stated they weren't able to adjust at all. A major complaint was that _____ too often. After the introduction of the new shift schedules - the workers clearly preferred the _____ direction of rotation, complaints about the schedule dropped from __% to __% in workers on the 21-day phase delay rotation schedule. There was a large increase on the _____, improvements in the _____ index and a reduction in ___ _____ was reported. Plant productivity also _____ Conclusions: Shift work that implements phase delay with _____ intervals between rotations are most compatible with the properties of the human _____ timing system, such schedules can minimise _____ of circadian disruption. As a result of using these schedules both shift workers' _____ and _____ improves, while staff turnover _____ and productivity _____ Using the research by Czeisler et al. (1982), explain the impact of the disruption of biological rhythms on our behaviour. (10)		
6	**Biological rhythms - Application** At least one strategy for reducing effects of jetlag or shift work.	Describe at least one strategy for reducing the effects of jet lag. Describe at least one strategy for reducing the effects of shift work. Evaluate at least one strategy for reducing the effects of jet lag. Evaluate at least one strategy for reducing the effects of shift work. Apply knowledge of reducing the effects to a novel source.	Class discussion - How to beat jet lag including - melatonin, artificial lighting, changing eating and sleeping times? News stories, interactive websites and YouTube clips can be used as part of a carousel lesson where students can find out about and make notes on strategies for reducing jet lag, including how effective the strategies are. http://www.bbc.co.uk/news/health-35523024 http://www.telegraph.co.uk/news/earth/earthnews/3342795/Airline-food-linked-to-misery-of-jet-lag.html http://news.bbc.co.uk/1/hi/health/7760105.stm http://www.bbc.com/future/story/20140523-the-science-of-jet-lag https://www.youtube.com/watch?v=sbNkAcfNhh0 https://www.youtube.com/watch?v=bfDqUxDWzRg	How can any of these strategies be applied to reducing the effects of shift work? Individual, pairs, small groups and then whole group task/ discussion.	Novel source example: Ali has travelled from East to West on a business trip to China. He has an important meeting on the morning after his arrival. Describe how Ali could reduce the effects of jet lag in order for him to function properly at the meeting (10)

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7	**Recycling and other conservation behaviours - Background** Conservation behaviours and the factors which influence the tendency to conserve or recycle.	Describe conservation behaviours. Describe the factors that influence the tendency to conserve or recycle? Apply appropriate issues and debates to explain conservation behaviours.	Starter – what are conservation behaviours? Students give examples. Students read and make notes on light greens and dark greens (Hodder Year 2 textbook p.145-146) Ideas blast – Why do we (or why don't we) recycle? http://www.care2.com/greenliving/5-reasons-why-people-dont-recycle-and-5-reasons-they-should.html - students use this article to help with initial ideas. http://news.bbc.co.uk/1/hi/world/europe/4620041.stm - cultural differences - students identify factors that influence recycling in different countries. Students research and take notes on the following explanations of factors that influence the tendency to recycle: Theory of Planned Behaviour The Hovland Yale Model (source, message and audience) Pledges (to show commitment) Consequences (reinforcement and punishment) Prompts (nudges and reminders)	Why do we recycle? Pair debates, one student takes on one side of the debate and their pair the other side. This could relate to any explanations covered. The most relevant debates are: Individual/situational Freewill/determinism Reductionism/holism Usefulness (not useful)	Discuss the individual/ situational debate (or another debate) in relation to recycling behaviours. (10)

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8	**Recycling and other conservation behaviours – Key Research** Lord (1994) Motivating recycling behaviour: A quasi experimental investigation of message and source strategies.	Describe the aim, method, results and conclusions of Lord's study. Evaluate Lord's study through the application of appropriate issues and debates. Use the study to explain factors which influence the tendency to conserve or recycle.	Lord came up with 8 hypothesis – students to identify how each of these hypotheses were tested and what results were found in relation to them and what conclusions were made. - Attitude toward recycling is improved for households receiving an advocacy message, relative to unexposed (control) households (H1). - Delivery of an advocacy message yields an increase in observed recycling, with households receiving no message (control) showing no significant change in curb side (pavement) collection amounts (H2). - Consumer beliefs about positively balanced benefits of recycling are more readily formed upon exposure to an advocacy message than are beliefs about negatively framed consequences of failure to recycle (H3). - Positively framed messages result in more favourable attitudes toward recycling than negatively framed messages (H4). - Consumer belief in negatively framed arguments about the consequences of failure to recycle is greatest when those arguments are conveyed in the form of a publicity-generated news story and least when they appear as part of an advertising message (H5). - Among consumers exposed to negatively framed messages, attitude toward recycling is greatest when the message is conveyed in the form of a publicity-generated news story (H6). - Messages conveyed via social influence (i.e. from a personal acquaintance) result in a more favourable attitude toward recycling in a positively framed than in a negatively framed condition (H7). - An advocacy message from a personal acquaintance elicits a greater increase in recycling behaviour than a comparable message from an advertising or news (publicity) source, with strongest behavioural change arising in the personal influence–negatively framed message condition (H8). Reliability and validity paragraph – students to discuss mundane realism, ecological validity, experimenter effects, demand characteristics, internal validity, population validity, reliability. Add to debates notes from previous lesson.	Using the research by Lord (1994), explain the factors which influence the tendency to conserve or recycle (10).	Discuss methodological issues in relation to the research by Lord (1994)

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9	**Recycling and other conservation behaviours - Application** At least one technique used to increase recycling or other conservation behaviour.	Describe at least one technique used to increase recycling or other conservation behaviour. Evaluate at least one technique used to increase recycling or other conservation behaviour. Apply knowledge of techniques to a novel source.	Based on strategies from Lord's study, groups of students design a recycling campaign, with poster, information leaflet, advert, hashtag and present to the rest of the class. 1- advertisement with a positive message, 2- advertisement with a negative message, 3- newspaper article with a positive message, 4- newspaper article with a negative message, 5- a personal letter from acquaintance with a positive message, 6- a personal letter from acquaintance with a negative message. Alternatively techniques based on behaviourism – positive punishment and negative punishments for not recycling and positive and negative reinforcement (this could be a threat or real), or vicarious reinforcement or punishment, or changing attitudes and thinking through cognitive dissonance http://www.simplypsychology.org/cognitive-dissonance.html https://www.youtube.com/watch?v=korGK0yGlDo How could the Festinger and Carlsmith study be applied to increasing recycling behaviour?	Students write a scenario where an individual recycles (briefly giving a number of reasons why).	Using a scenario written by another student, answer the following question based on a strategy presented in class. Discuss how an environmental psychologist might apply their knowledge of techniques used to increase recycling to explain the Behaviour. (10)

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10	**Ergonomics – human factors - Background** Cognitive overload and the impact of observation in the workplace environment.	Describe cognitive overload. Describe the impact of observation in the workplace environment.	Starter – recap on the cognitive area and the key theme memory. Class discussion on capacity, duration and encoding on Sensory memory, STM and LTM and key features of the multi-store model and working memory model. Students to apply the ideas of these models to explain why cognitive overload. Present to the class Bell et al.'s 4 components to the concept of environmental overload: - We have limited capacity for incoming stimuli - Overload occurs when the amount of information needed to be processed is greater than our processing capacity, less relevant information is therefore not processed. - Attention is paid most to intense, uncontrollable and unpredictable stimuli - Attentional capacity can be temporarily weakened by continual demands, which leads to overload. Students apply these ideas to work, home and college/school situations. Observation in the workplace – class discussion, how can being watched at work influence performance? Consider different types of jobs. Students watch the clips and outline - What is the Hawthorne Effect, description of Hawthorne Effect studies, results and conclusions – https://www.youtube.com/watch?v=W7RHjwmVGhs https://www.youtube.com/watch?v=mV9Wj8ohT0k	Describe cognitive overload. – timed question using notes from the lesson.	Describe the impact of observation in the workplace environment.

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11	**Ergonomics – human factors – Key Research** Drews and Doig (2014) Evaluation of a configural vital sign display for intensive care unit nurses.	Describe the aim, method, results and conclusions of Drews and Doig's study. Evaluate the study through the application of appropriate issues and debates. Use the study to explain how ergonomic research can influence workplace design.	Introduce the study to the class – the aim of the study was to develop and evaluate a CVS displays, which support rapid detection and identification of physiological deterioration by presenting patient vital signs through graphical data. Students to identify key features of the study: What type of experiment and why. The IV and DV. Sample and experimental design and the two conditions. Description of the three clinical scenarios and the fourth scenario. How groups were allocated. How counterbalancing was used. What training was provided and why? The three things nurses were required to do. How vital sign information was presented and the nature of the likert scale. Results - Was there a significant difference in response time between the two conditions? How much more quickly did the CVS display condition identify the patient's state? What were significant about the septic shock scenario the pulmonary embolism scenario? In the control condition how often did nurses access the trend information? What were the mean scores for mental demand? How realistic were the scenarios? Conclusions – true or false activity. Using the conclusions for the OCR Key research guide students write true or false statements and swap to answer.	Write an essay plan for: Using the research by Drews and Doig (2014), explain how ergonomic research can influence workplace design. [10]	Complete essay for homework.
12	**Ergonomics – human factors - Application** At least one workplace design based on ergonomic research.	Describe at least one workplace design based on ergonomic research. Evaluate at least one workplace design based on ergonomic research. Apply knowledge of at least one workplace design based on ergonomic research to a novel source.	Using the articles below for ideas and evidence, students can write a report to improve the workplace design for a company who are looking to move premises. Currently, they have problems with the amount of space, noise and temperature, workers have low morale and are suffering from cognitive overload: http://economia.icaew.com/finance/august-2015/the-link-between-wellbeing-and-productivity http://www.forbes.com/sites/chriscancialosi/2015/07/06/how-to-boost-performance-through-thoughtful-workplace-design/#42b1f627419a http://www.hse.gov.uk/pubns/indg90.pdf https://workdesign.com/2012/08/ergonomics-and-workplace-design/ http://www.claremontgi.com/blogs/quiet-spaces-workplace-must/ http://news.bbc.co.uk/1/hi/magazine/5193962.stm	Reports to be presented to the rest of class. Other students ask questions and make notes.	Component 3 SAM question Angie is an air traffic controller… Discuss how a psychologist could design Angie's work station to prevent cognitive overload (10) http://ocr.org.uk/Images/171772-unit-h567-03-applied-psychology-sample-assessment-materials.pdf

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13	**Psychological effects of built environment – Background** The impact of the built environment and urban renewal on our wellbeing.	Describe the impact of the built environment on our wellbeing. Describe the impact of urban renewal on our wellbeing. Apply appropriate issues and debates to explain the impact of the built environment and urban renewal on our wellbeing.	Starter – what is wellbeing? How can it be measured? Ideas blast – how can the following features of a built environment positively and negatively impact our behaviour: Crowding, noise, commuting, lighting and safety. Ideas should then be added to a positive and negative table. Watch the following clips as a starter to discuss what urban renewal is and the possible consequences of it. https://www.youtube.com/watch?v=4rddtxO2_7s https://www.youtube.com/watch?v=qQCw2IS5t5Y Using a selection of these articles students should read and highlight key points relating to the impact of urban renewal on a particular article. Students then construct questions from their article for other students to answer. http://www.bbc.co.uk/news/health-22214070 http://www.bbc.co.uk/news/science-environment-30381476 https://www.theguardian.com/sustainable-business/blog/cities-future-wellbeing-design-spaces https://www.theguardian.com/sustainable-business/2016/aug/17/urban-planners-improve-mental-health-cities	Directed questions to reinforce knowledge and lecture to summarise key points and aims and objectives.	Write an essay to include of all of the debates. Assess the issues and debates with regards to the impact of the built environment on our wellbeing.
14	**Psychological effects of built environment – Key Research** Ulrich (1984) View through a window may influence recovery from surgery.	Describe the aim, method, results and conclusions of Ulrich's study. Evaluate the study through the application of appropriate issues and debates. Use the study to explain how ergonomic research can influence workplace design.	Using an appropriate source – OCR key research guide, textbook, or original article, answer the following questions: What was the aim of the study? Patients in which rooms were used? How many patients were used, how old were they and when were they in hospital? What different views did the 2 groups of patients have? How were the patients matched? What five key pieces of information were obtained from patients? What were the results in terms of average stay in hospital, the number of negative and positive notes and drugs administered? What did Ulrich conclude about natural scenes and the two groups of patients? Then using the answers to these questions summarise the study.	Using the research by Ulrich (1984), explain the impact of the built environment on our wellbeing. (10)	Peer marking or self-assessment marking tasking using the generic mark scheme on pages 22 and 23 of the SAMs http://ocr.org.uk/Images/171772-unit-h567-03-applied-psychology-sample-assessment-materials.pdf

Lesson No	Elements	Lesson Aims and Objectives	Lesson Content	Lesson Plenary	Homework/ Assessment (teacher, peer, self)
15	**Psychological effects of built environment – Application** At least one example of environmental design used to improve health/ wellbeing.	Describe at least one example of environmental design used to improve health and wellbeing. Evaluate at least one example of environmental design used to improve health and wellbeing. Apply knowledge of at least one example of environmental design used to improve health and wellbeing to a novel source.	Starter – students recall knowledge from previous sessions on the background and key research on the psychological effects of built environment to identify potential environmental designs to improve health and wellbeing. In addition to previous content, give a short lecture on the importance of green spaces and privacy. Application to novel sources: A patient is recovering from an operation and an environmental psychologist wishes to investigate how the environmental design influences the patient's health. An elderly lady's family are investigating a new area for her to move to in order to improve her health and wellbeing. They decide the consult an environmental psychologist. A young man is suffering from mental health problems, an environmental psychologist is asked for advice as to how environmental can improve his wellbeing. Students plan answers for novel source questions: Discuss at least one example of environmental design used to improve the health and wellbeing for the person in the source (10) Discuss how environmental factors might impact health and wellbeing in these cases (10)	Using knowledge gained from this topic, students write a scenario where environmental design has improved wellbeing.	Discuss how a psychologists might explain the improvement in wellbeing from the source (10) Discuss how a psychologist could investigate the influence of environmental design on health and wellbeing.

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16	**Territory and personal space – Background** Territory and personal space in the workplace.	Describe the influence of territory in the workplace. Describe the influence of personal space in the workplace. Apply appropriate issues and debates to territory and personal space and the workplace.	Identify the difference between territory and personal space. Starter – How do we mark our territory? Apply this to primary, secondary and public territory Why do we mark our personal space? Identify different zones of personal space e.g. intimate, personal, social and public distances. https://www.youtube.com/watch?v=UwrgUqBotpA Consider the nature/nurture debate from this clip. There are some excellent YouTube clips on personal space, including information of Middlemist's urinal personal space study: https://www.youtube.com/watch?v=nm-VzJZXDBc Students make notes while watching the clip and discuss methodological issues and debates such as individual/situational explanations. Influences on territory and personal space in the workplace: Individual/situational debate.	Students apply this background research to the workplace.	Assess the methodological issues involved when researching territory and personal space. (15)

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17	**Territory and personal space – Key Research** Wells (2000) Office clutter or meaningful personal displays: The role of office personalization in employee and organisational well-being.	Describe the aim, method, results and conclusions of Wells' study. Evaluate the study through the application of appropriate issues and debates. Use the study to explain territory and personal space in the workplace.	Starter discussion – what individual and gender differences are there in personalisation of territory? Students share how they personalise their environments. Are there gender differences in the class? Spider diagram – why do we personalise? Students complete lesson element (with teacher instructions) on Wells' key research http://ocr.org.uk/Images/180541-wells-key-study-activity.doc http://ocr.org.uk/Images/180536-wells-key-study-activity-teacher-instructions.pdf The study had 4 research questions and 4 hypotheses. After learning about the study, students should write conclusions in relation to these questions and hypotheses. 1. Q: Do men and women personalise their workspaces differently? H: Men and women will personalise their offices differently. 2. Q: Is personalisation associated with enhanced employee well-being? H: Personalisation will be positively associated with satisfaction with the physical work environment, which will be positively associated with job satisfaction, which will be positively associated with employee well-being. 3. Q: Is personalisation more important to women's well-being than to that of men? H: Workspace personalisation will be more integral to the well-being of women than men. 4. Q: Is a company's personalisation policy associated with organisational well-being? H: Companies that have more lenient personalisation policies will report higher levels of organisational well-being than companies having stricter personalisation policies. How useful is this research? Debate for and against.	Reliability and validity paragraph on Wells' study.	Using the research by Wells (2000), explain the influence of territory and personal space in the workplace. (10)

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18	**Territory and personal space – Application** At least one office design strategy based on research into territory or personal space.	Describe at least one office design strategy based on research into territory or personal space. Evaluate at least one office design strategy based on research into territory or personal space. Apply knowledge of at least one office design strategy based on research into territory or personal space.	Using knowledge gained from Wells' study students describe effective office strategies into territory and personal space. Research task – make notes on a design strategy based on territory and one based on personal space. Ensuring research evidence has been used as support. Evaluate the strategies Freewill/determinism debate – what is the impact of office design strategies? Usefulness debate - How useful are these strategies?	Research methods link – students design a questionnaire on territory and personal space in the workplace to be given to family, friends and students.	Analyse questionnaire results Revise for end of topic test.

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Telephone 01223 553998
Facsimile 01223 552627
Email general.qualifications@ocr.org.uk

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