

# Social Psychology: Conformity Activities

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## Required Activity (choose 1)

### Asch Experiment Reading

1. Read, annotate. Summarize the three main conclusions of the Asch experiment.

### The Lucifer Effect 261-266

1. Read, annotate. Summarize the three main conclusions of the Asch experiment.

### Asch Video

1. Get video from Lori, watch it.
2. What was the main conclusion of this study? What evidence supported that conclusion?

## Choice Activities (must do at least ONE)

### 1. Experiment Illustrator

- a. Draw a sequence of images (like a comic strip or a series of diagrams) that shows:
- b. What happened in the experiment
- c. 2 explanations for why people would conform
- d. What could be done to reduce conformity

### 2. Discuss with a partner/group, OR answer in writing:

- a. How does this experiment support the situationist view?
- b. Talk about different situations or examples from your life where these pressures are present.
- c. How can a society or a group resist this pressure to conformity? What could you, as an individual do?
- d. How can you connect this to genocide/Deogratias?
- e. Given this experiment, how much can you trust your own perceptions and judgments?

### 3. Self-Bias Scenario Drawings

- a. Show one scenario in your own life where you don't challenge people because you think they might be right.
- b. Show one scenario in your own life where you don't challenge people because it would cause conflict.

### 4. Questions, Questions

- a. Write 5 questions you have about this experiment, or the implications of this experiment.
- b. Write your most interesting question on the board. It can be a discussion question, or factual.
- c. Find your answer! Use students, readings, internet, magic, teacher...
- d. Write the answer on the board under your question

# Social Psychology: Obedience

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## Required Activity (choose 1)

### The Lucifer Effect (266-279)

1. Read, annotate, summarize the main conclusions of this experiment.

### If Hitler Asked You to Electrocute a Stranger, Would You? Probably.

1. Read, annotate, summarize the main conclusions of this experiment.

### Milgram Video (3 Parts, 45 min total)

1. Watch the video, take notes on the 10 most interesting things you saw in the video.

## Choice Activities (must do at least ONE)

### 1. Questions, Questions

- a. Write 5 questions you have about this experiment, or the implications of this experiment.
- b. Write your most interesting question on the board. It can be a discussion question, or factual.
- c. Find your answer! Use students, readings, internet, magic, teacher...
- d. Write the answer on the board under your question

### 2. Cartoon

- a. Write a one sentence statement about the Milgram experiment. Take a stand! This could criticize the experiment, show the conclusion, show your opinion...
- b. Create a single frame political cartoon that shows your statement visually. This could be funny or serious.

### 3. Milgram Experiment Re-Enacted

- a. Get some students together and develop a re-enactment of the Milgram experiment.
- b. Make sure you include in your re-enactment how the experiment was set up, and the major conclusions of the experiment.
- c. When you are ready to perform, come tell the class!

### 4. Talky Talkerson or Writey Writerson: Discuss, then get Lori to sign off, or write answers.

- a. What are the biggest lessons from this experiment?
- b. Talk about a time in your life when you followed authority, even though you didn't necessarily agree with what they were telling you.
- c. What do you think would need to happen for more people to resist authority? What would need to happen for YOU to resist authority more often?
- d. How does this connect to genocide? To other acts of violence and prejudice?

### 5. Connections Diagram

- a. Draw a diagram (it can be annotated) that shows the relationships between the Asch Experiment, the Milgram Experiment, and the Stanford Prison Experiment.

# Social Psychology: Bystanders

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## Required Activity (choose ONE)

### 38 Who Saw Murder Didn't Call the Police

1. Read and annotate the article. Write at least 3 questions that you have about this case at the end of the article. Then answer the following questions in writing:
  - a. Why do you think people didn't intervene in this case?
  - b. What do you think you would do in this situation? Explain.
  - c. What do you think would make people more likely to intervene? Why?
  - d. How does this connect to genocide? Explain, with a specific example.

### To Help or Not to Help

1. Read and annotate the article.
2. Answer the following questions in writing:
  - a. What was the incident that was the spark for this research?
  - b. What were the results and conclusions of their experiment?
  - c. What are the main reasons people don't help? Explain.
  - d. Drawing from their research and your own experience, what are some things that you think would make people more likely to intervene?

## Choice Activities (must do at least ONE)

### 1. Outside of a Small Circle of Friends

- a. Get this song from Lori, and listen to it while following along on the lyrics handout.
- b. Discuss, then write down the answers to the following:
  - i. What is the message of this song? What is Ochs trying to say about American society?
  - ii. What does he mean in the line, "But monopoly is so much fun, I'd hate to blow the game"?
  - iii. Why does he use such cheerful sounding music for such a grim subject?

### 2. Point of View Script

- a. Choose one of the witnesses from the NYT article about Kitty Genovese.
- b. Write a script or story that witnesses evening the night of the Genovese murder.
- c. Make sure the script or story in some way shows why they didn't intervene, and how they reacted when they found out about the murder. Remember, you can show what's going on internally as well as externally!

### 3. The Evil of Inaction: Passive Bystanders (313-319)

- a. Read and annotate this passage from Zimbardo's book.
- b. Write down 5 new things you learned about the Bystander Effect.

### 4. Teacher, Teacher

- a. Go to this website: [http://greatergood.berkeley.edu/issue/fall\\_winter\\_2006-07/](http://greatergood.berkeley.edu/issue/fall_winter_2006-07/), and scroll down. Use any of the linked articles to learn more about the Bystander Effect.
- b. Teach another student in the class your new knowledge, then come and check in with Lori to get signed off.

# Social Psychology: Resistance to Evil

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## Required Activity

### Reversing the Process of Good People Turning Evil

1. Read through this list of strategies to combat situational pressures, and answer the following:
  - a. Which 3 are you most likely to do in your daily life? Why?
  - b. Which 3 are you least likely to do in your daily life? Why?
2. Design a small poster or a 30 second radio script designed to encourage people to engage in one of these strategies. The message should be clear, engaging, and persuasive.

## Choice Activities (must do at least ONE)

### 1. Writing

- a. Write about a time in your life when you stood up to wrongdoing in some way.
- b. Make sure to explain the situation, describe how you felt during the situation, how you felt afterwards, and what allowed you to overcome the Bystander Effect.

### 2. Heroes

- a. Find the story of a person who stood up to evil. This could be someone who helped Jews escape, someone who stood up to violence, a "Good Samaritan Story," etc.
- b. After researching that person, create a portrait of that person (in photoshop or by hand) with annotations or an attached piece of writing that explains what they did, and how they were able to overcome the Bystander Effect.