

## Lesson Plan - Persuasion

Class period: 2 hours

### Students Should Read Before Class:

Aronson, E., Wilson, T. D., & Sommers, S.R. (2019).

Attitudes and attitudes change: Influencing thoughts and feelings. *Social Psychology*. 10th edition. (pp. 181-215). New York, NY: Pearson.

### Syllabus Goals:

- 1.0. Describe the core theories in social psychology and recognize key concepts within notable experiments
- 2.0 Apply theories of social psychology to real-world situations.
- 4.0. Examine the potential for prejudice in yourself, others, and information sources.

### Lesson Learning Objectives:

1. Students will develop an understanding of how attitudes drive behavior and will compare their own perceptions of the concept in popular media with how social psychologists define them.
2. Students will be able to recognize and apply theories of social psychology to real-world situations.
3. Students will understand and be able to describe:
  - a. How do our attitudes predict our behavior?
  - b. How do reciprocity, scarcity, authority, commitment, liking, and consensus drive people to act in certain ways?
4. Students will be able to describe effective methods used both to construct persuasive messages, as driven by the core theories behind attitudes, and the methods necessary to critically question when persuasion is biased

### Lesson Activities:

- **Minute Paper (15 minutes):** Think about what you learned in the readings. Was there anything you read about attitudes that stood out to you?
  - Remind students that the minute papers are to be turned in for attendance, and thus will be graded based on completion and not content. However, remind them also that it benefits students to write a thoughtful minute paper so they can contribute to discussion throughout the course of the day's class.
- **Opening Class Discussion (20 minutes):**
  - Students will get into small groups of 4, and as a class, we will watch this video on [The Elaboration Likelihood Model](#). They will then discuss what makes it more

likely for people to take the central route versus the peripheral route when someone is trying to persuade them.

- Thinking about what they read and the video we saw, students will be asked to share examples of cases when they are either using central or peripheral processing
- **MINI-LESSON: Persuasive Advertisement Analysis (21 minutes)**
  - Objective: To identify Robert Cialdini's principles of psychological motivation at play within famous advertisements
  - Notes:
    - Students will work with the same small groups they started discussion with
    - Each group will fill out [one of these forms](#)
      - Google form information is also available at end of lesson plan
    - You (the instructor) will project videos and have each group discuss what they notice about persuasion in each video
  - Materials Needed:
    - Each group should have at least one computer to enter info on Google form
    - Professor will [post google form to blackboard](#)
    - Video links:
      - [https://www.youtube.com/watch?v=YDKeMIAh4F8&ab\\_channel=DoseofGoodAds](https://www.youtube.com/watch?v=YDKeMIAh4F8&ab_channel=DoseofGoodAds)
      - [https://www.youtube.com/watch?v=BPX9v8F547k&ab\\_channel=OneIdiotTV](https://www.youtube.com/watch?v=BPX9v8F547k&ab_channel=OneIdiotTV)
      - Note: To ensure that the titles don't accidentally give away hints, make sure to either embed the video in a slide (Powerpoint or Google slides), so you can position the video screen within the slide so that the top is cut off. You should also minimize the size of the thumbnails on the side of the slides, in case you need to jump around and don't want students to see the answers or content in advance (6 minutes in total of watching videos).
    - Professor will need to project videos onto a wall or board
  - Instructions:
    - First, make sure that all students are in their groups. Make sure each group can see the board (2 minutes).
      - Make sure each group has at least one computer, and that each group can [access the google form on blackboard](#).
      - Appoint each group member a task
        - The "moderator"- will keep track of the discussion in their group and make sure it is written down on the google form

- The “writer”- will jot down all the information discussed and kept track of by the moderator onto the google form
  - The “consensus-reacher”- will double check for group consensus and pose alternative solutions
  - “The timekeeper”- will keep the group on schedule
- Next, give the entire class an introduction to the assignment (2 minutes):
  - Explain to the students that:
    - You will project 2 different videos which each depict a different principle of motivation, and that we will be watching them together as a class.
    - Each group will fill out a google form with a bank with the 5 principles of psychological motivation and space to write a response to the videos.
    - After we watch each video, they will get 1.5 minutes to consult with their group about which principle of psychology they thought the video depicted, and respond to the corresponding question on the google form.
    - Remind them that each group member has a task to keep the group concentrated and on time.
- Have students briefly review the principles listed on the form, and try to summarize them in their own words. (2 minutes)
- Begin projecting the videos.
- After you have watched each video, give the students 1.5 minutes to turn to their group, discuss, and jot down the persuasive techniques they observed on the google form (3 total minutes for writing responses)
  - Encourage students to consider elements such as language, imagery, endorsements, etc
- Once you have watched all the videos, the class will take part in group analysis (4 minutes):
  - Each group will be asked to briefly discuss the persuasive techniques they identified in the advertisements with the class
  - Students will be encouraged to share their observations and insights
- Conclusion (2 minute):
  - As a class, we will
    - summarize the key points about persuasion techniques in advertising
    - discuss the importance of being critical consumers of media
- **Transitory Discussion (20 minutes)**

- We will end the activity with a discussion meant to connect student responses to textbook concepts (instructor will write on chalkboard)
- Some example questions to prompt discussion:
  - Can you name an instance where attitudes persuaded you to act in a certain way? How did you feel about that?
  - Can you identify Cialdini's persuasion principles in real-world scenarios, or other famous ads?
- **Classwork assignment (35 minutes)**
  - Students will be asked to read this secondary source article about a real-life application of Cialdini's principles:  
<https://www.helpscout.com/blog/the-psychology-of-personalization-how-waiters-increased-tips-by-23-percent-without-changing-service/>
  - Then, students will be asked to try and create a short persuasive script for a message that they care/feel passionately about (i.e., why everyone should tip, why recycling matters, etc)
  - Below their script, students will be asked to write a couple of sentences explaining how their script is tied to at least ONE of the following: 1) a key term from the textbook reading; 2) a theory discussed in the textbook reading; 3) The Elaboration Likelihood Model; or 4) Cialdini's principles of persuasion
  - Students should post their work to a Blackboard Discussion Board
- **Homework assignment and wrapping up (8 minutes)**
  - Tell students that for homework they will be asked to look through the Blackboard Discussion thread of their peer's scripts and provide feedback or comments on at least three posts.
    - Provide this sheet with tips and guidelines for what "good" discussion means on Blackboard:  
<https://www.bladencc.edu/web/wpc/uploads/Writing-Forum-Posts-and-Replies-1.pdf>
    - Some guiding thoughts that students may consider as they respond to their peer's posts include:
      - Do you think that your peer identified the correct term or theory from the textbook?
      - Is there a way that your peer can incorporate an additional principle of persuasion into their script?
      - What do you like about your peer's script? What can be improved?
  - Ask students if they have any lingering questions and orient them once more to the Blackboard thread where they should a) post their classwork and b) respond to their peers.

## Google Form Info

Please write down your group number here:

For this exercise, you and your group will review the psychological principles that drive persuasion.

1. First you will review a bank with Robert Cialdini's principles of psychological motivation. Make sure that your group can describe each principle in your own words.
  2. We will then view a couple of famous advertisements as a class. Each video depicts one of these principles.
  3. Once we have viewed each video, I will prompt you to turn to your groups and briefly discuss how the videos showed the principles of persuasion, as well as any observations and thoughts. The group writer will write down the principles that you identified as a group on this google form. Make sure to explain WHY this principle applies.
3. We will end the activity by having students raise their hands to share what their groups found with the class.
1. In your groups, please look at and review Robert Cialdini's principles of psychological motivation. Make sure that your group can describe each principle in your own words.

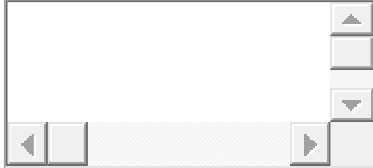
Bank of Psychological principles:

- **Reciprocity**- Humans value equality and balance to some extent. This means we don't like to feel that we owe other people. Simply put, people feel obliged to give back to others the form of a behavior, gift, or service that they have received first.
- **Scarcity**- People want more of those things they can have less of. This means that to increase interest in your product or service, you may benefit from reducing its availability (or at least creating a sense of scarcity).
- **Authority**- This is the idea that people follow the lead of credible, knowledgeable experts.
- **Commitment/consistency**- People like to be consistent with the things they have previously said or done. In other words, if I'm a person who thinks of myself as a "healthy" person, then I'm more likely to undertake actions that I consider to be "healthy".
- **Consensus/social proof**- Humans are social by nature and generally feel that it's important to conform to the norms of a social group. This means that when it comes to decision making, we often look around us to see what others are doing, before making our mind up.
- **Liking**- People prefer to say yes to those that they like. Persuasion science tells us that we are more likely to like people who are similar to us, people who pay us compliments, and people who cooperate with us towards mutual goals.

2. Now we will watch the first video all together. Please turn towards the screen to watch the video.

3. With your group briefly (~45 seconds or so) discuss how the videos showed the principles of persuasion. Group moderator, make sure to keep track of the things your peers discuss, so you can make sure the group writer has written everything down. Group consensus-reacher, please ensure that your group comes to a consensus to write on the form. Group time keeper please ensure the group keeps to time.

4. Group writer, please use this space to write down the principles that your group peers identified. Make sure to explain WHY this principle applies.



5. Now we will watch the second video all together. Please turn towards the screen to watch the video.

6. With your group briefly (~45 seconds or so) discuss how the videos showed the principles of persuasion. Group moderator, make sure to keep track of the things your peers discuss, so you can make sure the group writer has written everything down. Group consensus-reacher, please ensure that your group comes to a consensus to write on the form. Group time keeper please ensure the group keeps to time.

7. Group writer, please use this space to write down the principles that your group peers identified. Make sure to explain WHY this principle applies.