

# **TOP TRUMPS®**

## **SOCIAL PSYCHOLOGY**



**Instructor Guide**



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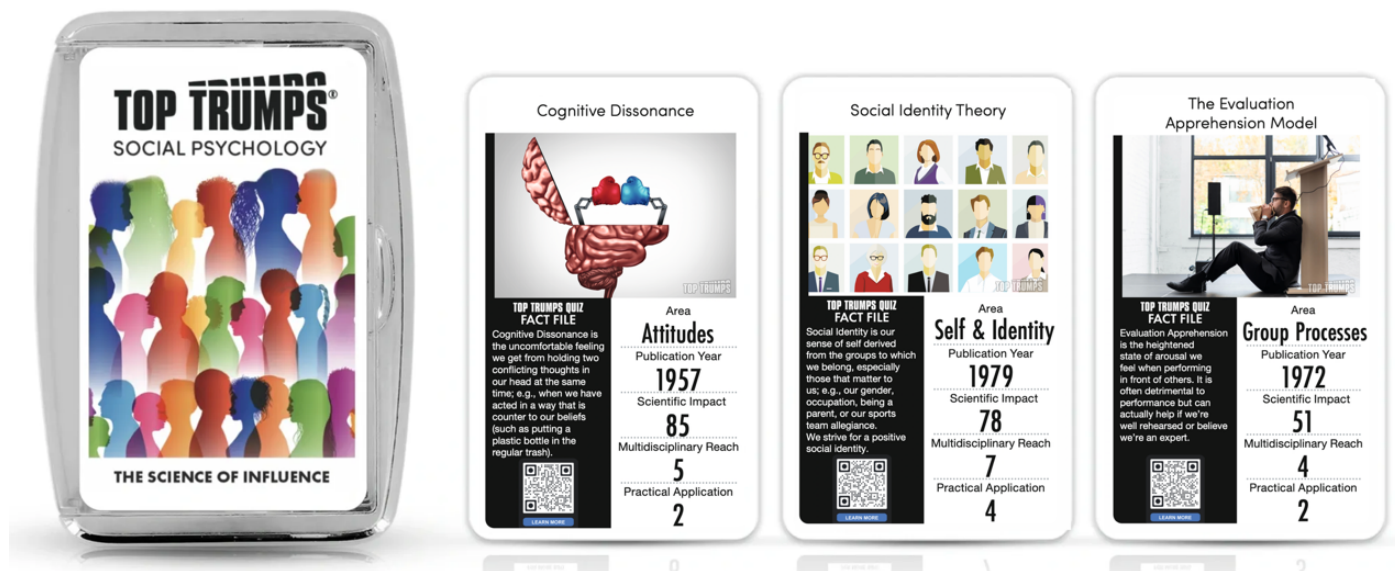
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## About This Guide

*Top Trumps* is a globally recognised brand, renowned for its diverse range of gaming cards covering everything from Harry Potter to Planes, Trains, and Automobiles. It's a game that anyone, anywhere can easily pick up and enjoy. *Top Trumps: Social Psychology* takes this beloved format and reimagines it as a unique and engaging way to explore the fascinating world of social psychology.

Each card features a concise description of a key theory or concept in social psychology, accompanied by a QR code that leads to a more in-depth explanation, relevant references, and additional resources. The cards also feature ratings in five key categories — *Area*, *Publication Year*, *Scientific Impact*, *Multidisciplinary Reach*, and *Practical Application* — which allow players to compare and contrast the different theories and concepts.



These categories not only serve as the foundation for the Top Trumps game but also offer valuable insights into the critical aspects of social psychology. By examining these ratings, students can better understand how different theories and concepts relate to one another.

It's important to note that the ratings are indicative, not definitive. While they provide a general sense of how various theories and concepts compare, they are primarily designed to spark discussion and debate — core elements of academic inquiry. This spirit of dialogue forms the basis for the activities outlined in this accompanying guide.

This guide provides a number of plans to help instructors carry out classroom activities using the cards including:

- **Structured lesson plans** tailored to the topics covered on the cards
- Guidance on leveraging the **QR codes** and **associated website**
- **Opportunities to debate** the characteristics of different theories and concepts in social psychology according various quantitative criteria
- Insights into **gamification** and game design
- A “**Games Glossary**” of quick-fire games and other selected learning activities that can be flexibly adapted for in-lesson or in-lecture use, open days or other activities

This engaging, interactive resource is designed to deepen students’ understanding of social psychology in a fun, accessible way.



## LESSON PLANS

### Foundation Level / Open Day Activity – 30 Minute Workshop

#### “Introducing Social Psychology”

**Learning Objective:** Introduce key social psychology theories and concepts.

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**Warm-up Discussion (10 min):** What is social psychology? Why does it matter?

**“Classic Top Trumps” (10 mins):** Play *Top Trumps* using psychology cards in small groups.

**Interactive Discussion (10 min):** Each student picks a random card, reads the theory, and summarises it in their own words.

*or*

**“Top Trumps Tournament” (10 min):** Play another round of *Top Trumps*, but students must **justify their winning card** with real-world examples.

*or*

**"Theory Battle" Debate (10 min):** In pairs, students each pick a card and debate which theory is more impactful.

*or*

**"Survival Scenario" Game (10 min):** In pairs, students **rank** psychology theories based on their usefulness in a survival situation (e.g., stuck on an island).

### Learning Outcomes

- ✓ **Engaging** – Uses multiple games to reinforce learning.
- ✓ **Practical** – Links psychology theories to real-life examples.
- ✓ **Interactive** – Encourages debate, teamwork, and problem-solving.





## Introductory Level

### Introductory 2 Hour Workshop

#### “How to Evaluate, Compare & Contrast Social Psychology Theories”

##### Learning Objectives:

- Compare and categorise theories based on **broad psychological areas** (e.g., attitudes, self & identity, group processes).
- Use the internet to research different psychological theories (using **QR codes, search engine**).
- **Critically analyse** and **debate** the accuracy of evaluative metrics (publication year, scientific impact, multidisciplinary reach, practical application).
- Conduct **independent research** to challenge or support the relative ranking of theories.

**Duration:** 2 hours

**Materials Needed:** *Top Trumps: Social Psychology* card deck, internet access for QR code scanning, whiteboard, discussion prompts, access to psychology articles/web resources.

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#### Hour 1: Research & Critical Ranking Analysis

##### Warm-up Discussion (10 min) – Can Psychology Be Measured Like This?

###### Ask students:

*Can we objectively rank psychological theories?*

*Which factors should be used to decide a theory's impact?*

*Is a theory more important if it has real-world applications or if it has high scientific influence?*

Introduce the **numerical ratings** on the cards (e.g., *scientific impact vs. practical application*).

##### QR Code Deep Dive & Web Research (25 min) – Investigating the Theory

Each student **scans the QR code** on their assigned card and takes **notes on**:

*What is the theory about? Who proposed it and when?*

*What real-world problem does it help explain?*

*Does the web research support the rating given on the card?*

*Can they find an alternative rating from another source?*

*Students cross-check their findings using **Google Scholar, psychology websites, or academic sources**.*

## Theory Categorisation & Ratings Debate (25 min) – Justifying the Scores

**Step 1:** In **small groups**, students organise their cards based on the **broad area** (e.g., *Attitudes, Self & Identity, Group Behaviour*).

**Step 2:** Groups discuss which theories could **fit into multiple categories** and justify their reasoning.

**Step 3:** Students pick one card per area and analyse **whether they agree or disagree with the numerical ratings** on their card.

*Does this theory deserve its rating?*

*Should it be rated higher or lower in scientific impact or real-world application?*

*Are there other theories in that area that should rank higher/lower?*

**Class shares & discusses** which ratings they found most surprising or debatable.

## Hour 2: Debating, Re-Rating & Mind-Mapping Theories

### "Fix the Ratings" Debate Rounds (30 min)

**Pairs of students** are given two cards and must debate:

*Which theory should have the higher rating? Why?*

*Which theory has more real-world impact, even if it has a lower rating?*

*Should practical application or scientific impact be more important?*

**Class votes** on the best argument.

### Re-Rating Challenge (20 min) – Creating a More Accurate System

In **small groups**, students are given a set of 4–5 cards and must **create their own rating system** based on factors they believe are more valid.

Groups must then **defend their new rating system** to the class.

**Discussion:** *What makes rating psychology theories difficult?*

### Final Reflection & Mind Map (10 min)

Students create a **mind map** on the board, connecting theories using the rating system they have developed (e.g., **historical influence, motivational underpinnings**).





## Closing discussion:

*Which ratings did they challenge the most?*

*How does psychology's complexity make rating difficult?*

*What did they learn about how theories evolve over time?*

## Learning Outcomes

- ✓ **Critical Thinking:** Students **question** the ratings rather than just accepting them.
- ✓ **Active Research:** Students use **QR codes & web research** to challenge the ratings with **real evidence**.
- ✓ **Debate & Discussion:** Encourages students to **defend their arguments** with logic and facts.
- ✓ **Real-World Skills:** Practises **academic evaluation** in psychology (questioning sources, interpreting data).



## Introductory Level – 4 Week Workshop

### “How to Evaluate, Compare & Contrast Social Psychology Theories”

#### Learning Objectives:

- Compare and categorise theories into **broad psychological areas** (e.g., attitudes, self & identity, social influence).
- Use **QR codes & web research** to investigate social psychology theories.
- **Critically analyse and debate** the accuracy of evaluative metrics (publication year, scientific impact, multidisciplinary reach, practical application).
- Conduct **independent research** to challenge or support the relative rating of theories.
- Develop **critical thinking and debate skills** through structured activities.

**Duration:** 4 weeks, 2 hours per week

**Materials Needed:** *Top Trumps: Social Psychology* deck, internet access for QR code scanning, psychology research sources (Google Scholar, academic articles, psychology textbooks), whiteboard, discussion prompts.

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### Week 1: Introduction to Social Psychology & Rating Theories

**Focus:** Understanding how psychological theories are ranked and whether they should be.

#### Hour 1: Introduction & Theory Exploration

##### Discussion (15 min):

*Can psychology theories be ranked objectively?*

*What makes a theory important — scientific impact or practical application?*

*Should we trust ratings as an accurate measure of significance?*

##### QR Code Research (30 min):

Each student picks a **random card** and scans the **QR code** to gather information.  
They take notes on:

*What the theory is about?*

*Who proposed it and when?*

*How it applies to real life?*

*How its numerical ratings compare to what they learn from research?*

### Group Discussion (15 min):

Students share **one surprising thing** they learned about their theory.

**Quick class discussion:** *Do the numerical ratings match what they expected?*

## Hour 2: Theory Categorisation & Rating Debate

### Categorising Theories (20 min):

In **small groups**, students organise their cards based on broad **psychological areas** (e.g., Attitudes, Self & Identity, Group Processes).

Discuss if **some theories fit into multiple categories**.

### Rating Debate (40 min):

Each student **picks a theory** and argues **why it should be ranked higher or lower** based on their research.

Class votes on the most **convincing argument**.

**Homework:** Research a real-world example where their theory has been applied, and find **one alternative rating or criticism** of it from a reliable source.

## Week 2: Challenging Ratings & Developing a New System

**Focus:** Evaluating numerical ratings and exploring alternative rating systems.

### Hour 1: Investigating Numerical Ratings

#### Sharing Homework (15 min):

Students briefly **present their real-world example** and whether they found evidence supporting or contradicting the ratings.

#### Re-Evaluating Ratings (30 min):

**Pairs of students** swap cards and investigate **whether their partner's theory ratings make sense**.



### Discussion questions:

*Is scientific impact more important than real-world application?  
Should older theories be ranked lower if newer ones improve on them?  
How do different sources rank the same theories?*

**Mini-Debate (15 min):** Each pair debates **which of their two cards should rank higher**, using evidence.

## Hour 2: Creating a Better Rating System

### Group Challenge (30 min):

In groups, students **create their own rating criteria** (e.g., influence over time, adaptability across disciplines, empirical support).

They **re-rank 5 theories** based on their system.

### Presentation & Justification (30 min):

Groups present their **revised ratings** and explain their criteria.  
The class **challenges and critiques** their system.

**Homework:** Find an example of a social psychology theory that has **gained or lost influence** over time and explain why.

## Week 3: Testing Theories in Action

**Focus:** Applying theories to real-world case studies and testing rating systems.

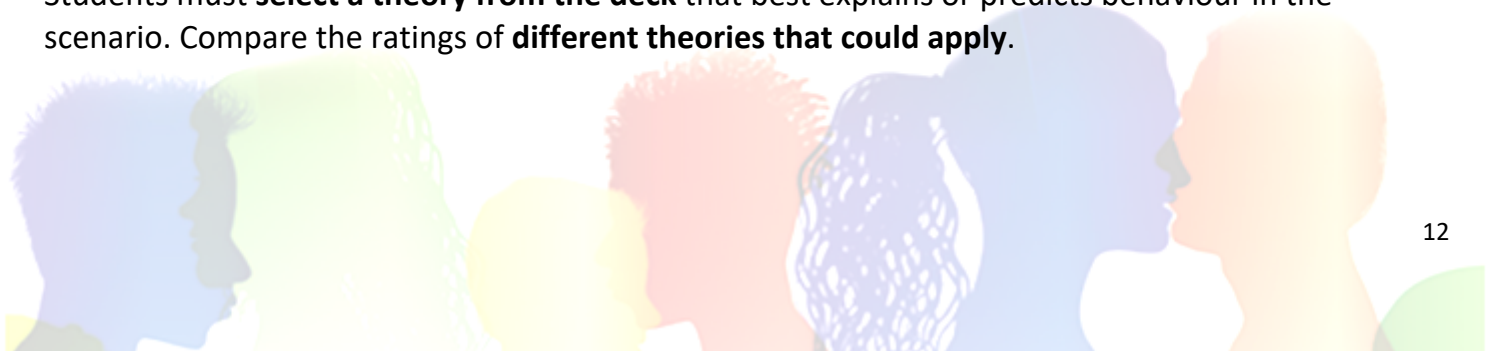
## Hour 1: Real-World Applications & Theory Comparisons

**Homework Discussion (20 min):** Students share examples of **theories that have gained or lost influence**.

### Case Study Challenge (40 min):

Instructor presents a **real-world scenario** (e.g., corporate team conflict, political persuasion, social media influence).

Students must **select a theory from the deck** that best explains or predicts behaviour in the scenario. Compare the ratings of **different theories that could apply**.



## Hour 2: Reverse Top Trumps & Persuasion Challenge

### Reverse Top Trumps Game (30 min):

Instead of picking the 'best' theory, students must **argue why a lower-ranked theory still matters**.

**The class discusses:** *Are some low-ranked theories undervalued?*

### Persuasion Challenge (30 min):

In small groups, students pick **two competing theories** and prepare a **pitch** for why one is **better than the other**.

Class votes on the **most persuasive argument**.

**Homework:** Find a recent psychological experiment (from the past 10 years) and evaluate whether it **supports or challenges** an older theory.

## Week 4: Final Debates & Reflection

**Focus:** Consolidating knowledge, engaging in final rating debates, and reflecting on theory evolution.

## Hour 1: Theory Evolution & Re-Rating Challenge

**Homework Sharing (20 min):** Students present recent studies that **challenge or support** older theories.

**Re-Rating Challenge (40 min):** Students **compare an older theory with a newer one** in the same area.

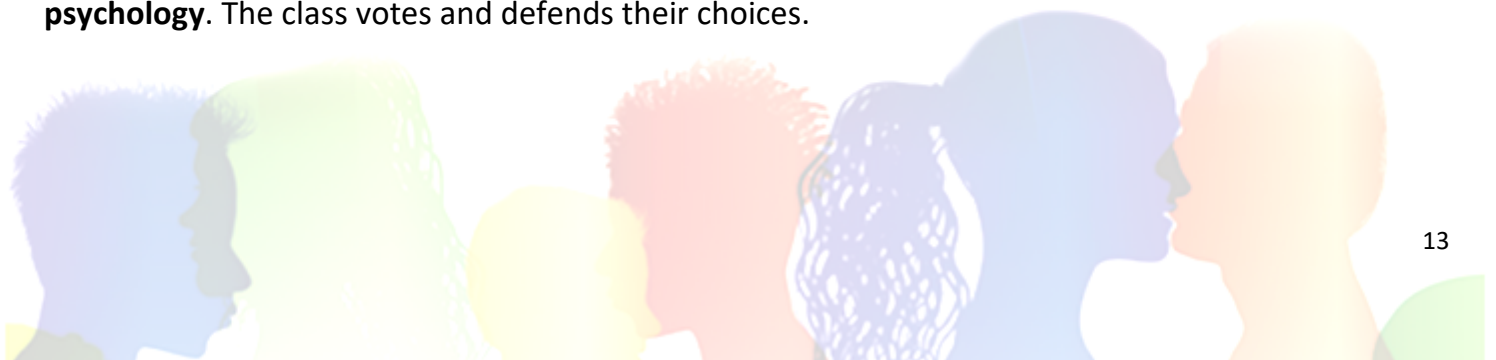
**Discuss:** *Does the newer theory deserve a higher rating? Why or why not?*

Adjust ratings based on **new evidence**.

## Hour 2: Final Debate & Reflection

### "Best Theory of the Course" Debate (30 min):

Students **nominate** one theory they believe deserves to be the **most influential in social psychology**. The class votes and defends their choices.



**Final Mind Map (20 min):** Students create a **mind map** connecting theories by **influence, application, and historical development.**

**Reflection Discussion (10 min):**

*Which ratings changed the most over the course?*

*What makes a theory stand the test of time?*

*How should we judge the value of psychological theories in the future?*

## **Learning Outcomes**

- ✓ **Critical Thinking:** Encourages students to **question numerical ratings** and use **real evidence** to support or challenge them.
- ✓ **Active Research:** Students engage in **QR code exploration, web research, and independent investigations.**
- ✓ **Debate & Justification:** Develops **argumentation skills** through structured discussions and rating challenges.
- ✓ **Real-World Application:** Theories are applied to **modern scenarios, recent research, and case studies.**





## Advanced Undergraduate/Masters Level

### Advanced Undergraduate/Masters Level – 2 Hour Workshop

#### “Critical Evaluation of Different Social Psychology Theories”

##### Learning Objectives:

- Compare and categorise theories into **broad psychological areas** (e.g., attitudes, self & identity, social influence).
- Use **QR codes & web research** to investigate social psychology theories.
- **Critically analyse and debate** the accuracy of evaluative metrics (publication year, scientific impact, multidisciplinary reach, practical application).
- Conduct **independent research** to challenge or support the relative rating of theories.
- Develop **critical thinking and debate skills** through structured activities.

**Duration:** 2 hours

**Materials Needed:** *Top Trumps: Social Psychology* card deck, internet access for QR code scanning, whiteboard, discussion prompts, access to psychology articles/web resources.

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### Hour 1: Understanding & Challenging Ratings

#### Introduction & Discussion (20 min)

**Class Discussion:** Can psychological theories be **meaningfully ranked**?

*What factors should determine a theory's rank? (e.g., empirical support, real-world impact, citation count, historical significance)*

*What influences these ratings? (e.g., Western-centrism, publication trends, replication crisis)*

*Should some theories be valued more despite low citations or lack of recent attention?*

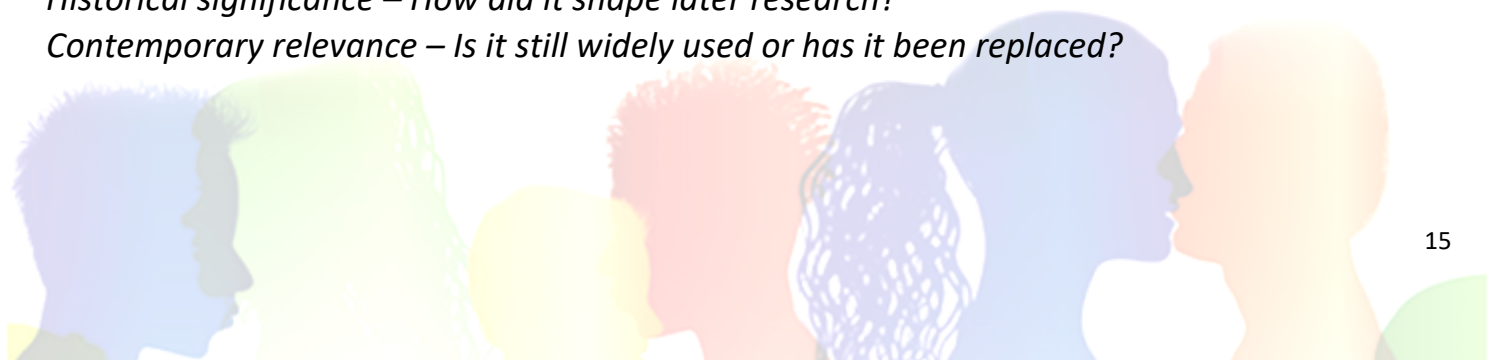
#### Theory Exploration & Quick-Fire Debate (40 min)

**Activity:** Each student is randomly assigned a *Top Trumps* card with a social psychology theory. Using the **QR code** or an **online search**, students investigate:

*Empirical basis – Is the theory well-supported or controversial?*

*Historical significance – How did it shape later research?*

*Contemporary relevance – Is it still widely used or has it been replaced?*



**Categorisation:** Students **group theories** into broad domains (e.g., Social Cognition, Self & Identity, Aggression) and discuss overlaps.

**Mini-Debate:** Groups **rank theories** based on empirical support and real-world impact, then justify their choices.

**Reflection:** Do current rating systems accurately capture **theoretical significance**?

## Hour 2: Rethinking & Applying Ratings

### Revising the Rating System (30 min)

**Group Task:** Each group designs a new rating system using the following criteria:

*Empirical robustness (replication rates, effect sizes).*

*Real-world application (policy impact, industry relevance).*

*Theoretical influence (impact on multiple disciplines).*

**Comparison:** Groups **compare** their system to the original *Top Trumps* ratings.

**Justification:** Groups **defend why their ratings better reflect** the significance of the theories.

### Final Debate & Reflection (30 min)

**Debate:** Should social psychology theories still be ranked, or is ranking a **unhelpful practice**?

#### Discussion Prompts:

*What does this process reveal about the evolution of psychological science?*

*Are ratings useful, or do they oversimplify complex theories?*

*How should psychological research be evaluated?*

**Final Reflection:** Students share key takeaways about the validity of rating systems.

## Learning Outcomes

✓ **Critical Thinking:** Encourages students to challenge the validity of ratings and use real evidence to support or contest them.

✓ **Active Research:** Students engage in QR code exploration, web-based research, and independent investigation.

✓ **Debate & Justification:** Develops argumentation and analytical skills through structured discussions and rating challenges.

✓ **Real-World Application:** Theories are applied to modern issues, recent research developments, and interdisciplinary contexts.

# Advanced Undergraduate/Masters Level – 4 Week Workshop

## “Critical Evaluation of Different Social Psychology Theories”

### Learning Objectives:

- Compare and categorise theories into **broad psychological areas** (e.g., attitudes, self & identity, social influence).
- Use **QR codes & web research** to investigate social psychology theories.
- **Critically analyse and debate** the accuracy of evaluative metrics (publication year, scientific impact, multidisciplinary reach, practical application).
- Conduct **independent research** to challenge or support the relative rating of theories.
- Develop **critical thinking and debate skills** through structured activities.

**Duration:** 4 weeks, 2 hours per week

**Materials Needed:** *Top Trumps: Social Psychology* deck, internet access for QR code scanning, psychology research sources (Google Scholar, academic articles, psychology textbooks), whiteboard, discussion prompts.

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### Week 1: Theoretical Ratings in Psychology – Valid or Arbitrary?

**Focus:** Understanding the criteria used to rank social psychology theories and debating their validity.

### Hour 1: Introduction & Theoretical Foundations

#### Opening Discussion (20 min):

*Can psychological theories be meaningfully ranked?*

*What criteria should be used: Empirical support, real-world impact, citation count, historical significance?*

*What biases might affect ratings? (e.g., Western-centric perspectives, publication trends, replication crisis)*

#### Top Trumps & QR Code Research (40 min):

Students are **randomly assigned a card** and scan the QR code to explore its theoretical foundations.

#### Students investigate:

*The theory's **empirical basis** (Is it well-supported or controversial?)*

***Historical significance** (How did it influence later research?)*

***Contemporary relevance** (Is it still widely used, or has it been replaced by newer models?)*

Compare these factors to the **numerical ratings** (publication year, scientific impact, multidisciplinary reach, practical application).

## Hour 2: Theory Categorisation & Initial Rating Debate

**Categorising Theories (20 min):** In **small groups**, students organise their theories by **paradigm** (e.g., cognitive, behavioural, evolutionary, cultural).

Discuss whether **some theories bridge multiple paradigms**.

**Rating Debate (40 min):**

Each student **argues** for or against their theory's given rating.  
Debate focuses on **whether numerical metrics capture theoretical significance**.

**Class vote:** Which theories deserve to move **up or down in rank**?

**Homework:** Conduct a **literature review** on how their assigned theory has evolved over time, identifying **one major challenge or critique** from a recent study.

## Week 2: The Impact of Social Psychology Theories Over Time

**Focus:** Evaluating the **historical progression** of theories and the **impact of new research** on ratings.

### Hour 1: Research Presentations & Ratings System Development

**Student Presentations (30 min):**

Each student presents **one key challenge or revision** to their theory based on their **literature review**.

**Discussion:** *What patterns emerge in the evolution of social psychology?*

### Hour 2: Developing a New Rating System

**Group Challenge (30 min):**

Groups propose a **more rigorous rating system**, factoring in:  
*Empirical robustness (replication rates, effect sizes).*  
*Real-world application (policy, industry influence).*  
*Theoretical influence (how many fields/theories it has shaped).*

**Compare this to the existing Top Trumps metrics** (do the current ratings align with their revised framework?).

**Rating Justification (30 min):** Groups present their **alternative ratings** and defend them.

**Class discussion:** *Which criteria should hold the most weight in theory evaluation?*

**Homework:** Find an example of a theory that was **once dominant but later questioned through reproducibility efforts**.

## **Week 3: Applying Social Psychology Theories to Contemporary Issues**

**Focus:** Testing theory validity through **real-world application and interdisciplinary crossover**.

### **Hour 1: Theory in Action – Case Studies**

**Homework Discussion (30 min):**

*Students present **theories** that reproducibility efforts have questioned.  
What caused these theories to lose credibility?  
How does this affect the way we should rank theories?*

**Case Study Challenge (30 min):**

Each group is given a **real-world issue** (e.g., political polarisation, misinformation, AI).  
Using their Top Trumps deck, they must select the **most relevant theory** to explain the issue.

### **Hour 2: Theory vs. Application Debate**

**Reverse Top Trumps Debate (30 min):**

Instead of arguing for the **best theory**, students **defend a low-ranked theory** and argue why it still matters.

**Class discussion:** *Are some theories undervalued simply because they lack application?*

**Persuasion Challenge (30 min):** Pairs of students are assigned two competing theories and must **argue which is more useful in modern psychology**.

Class votes on the **most convincing argument**.

**Homework:** Conduct **independent research** on how one social psychology theory has influenced another field (e.g., **neuroscience, economics, public policy**).



## Week 4: The Future of Social Psychology – Are Ratings Obsolete?

**Focus:** Debating whether traditional theory ratings are still useful in a rapidly evolving field.

### Hour 1: Theory Evolution & Interdisciplinary Influence

#### Homework Presentations (30 min):

Students present how **social psychology theories** have been applied beyond their original discipline.

Discussion: *Should interdisciplinary influence be factored into ratings?*

#### Re-Rating Challenge (30 min):

Students must adjust ratings based on **new interdisciplinary findings**.

Discussion: *Are some theories underappreciated simply because they're confined to psychology?*

### Hour 2: Final Debate & Theoretical Futures

**“The Best Theory in Social Psychology” Debate (30 min):** Students **nominate a theory** they believe deserves the **highest rank in modern psychology**.

They must justify their choice using **empirical evidence, interdisciplinary reach, and real-world impact**.

#### Final Reflection & Seminar Conclusion (30 min):

*Are theory ratings useful or misleading?*

*How should future psychological research be evaluated?*

*What does this process reveal about the evolution of social science?*

### Learning Outcomes

- ✓ **Critical Thinking:** Encourages students to challenge the validity of ratings and use real evidence to support or contest them.
- ✓ **Active Research:** Students engage in QR code exploration, web-based research, and independent investigation.
- ✓ **Debate & Justification:** Develops argumentation and analytical skills through structured discussions and rating challenges.
- ✓ **Real-World Application:** Theories are applied to modern issues, recent research developments, and interdisciplinary contexts.



# Gamification Workshops

## Workshop on Game Design – 2 Hour Workshop

### “Gamifying Social Psychology”

#### Learning Objectives:

- Understand key social psychology theories and their **real-world applications**.
- **Analyse game mechanics** and evaluate what makes an educational game engaging.
- **Apply psychological principles** to design and modify game-based learning tools.
- **Develop and test** a psychology-themed game concept in a short timeframe.
- Communicate the educational value of their game through **presentations and discussions**.

**Duration:** 2 hours

**Materials Needed:** *Top Trumps: Social Psychology* card deck, internet access for QR code scanning, whiteboard, discussion prompts, access to psychology articles/web resources.

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### Hour 1: Understanding Social Psychology & Game Mechanics

#### Introduction & Discussion (15 min)

##### What is Social Psychology?

Brief discussion on the role of social psychology in understanding human behaviour.  
Why do psychological theories matter in real-world applications?

##### How Can Games Be Used for Learning?

Discussion on how game mechanics can make learning more engaging.  
Examples of popular educational games (e.g., Duolingo, simulation games).

#### Card Exploration & Game Play (15 min)

**Activity:** Each student selects a random *Top Trumps* card.

They briefly research the psychological theory on their card (using QR codes or web searches).

Each student summarises their theory to a partner and discusses its importance.

## **Game Session:**

Students play a few rounds of *Top Trumps* to understand how the game rates psychological theories.

## **Discussion on the fairness of the rating system:**

*Do citation counts and real-world impact reflect the importance of a theory?  
Are some theories underrated?*

## **Reverse Engineering the Game (30 min)**

### **Breaking Down Game Mechanics:**

*What makes Top Trumps engaging? (e.g., competition, chance, quick decision-making)  
What do the rating categories mean? (e.g., empirical support, practical application)*

### **Modifying the Game:**

In small groups, students discuss changes that could improve the educational value of the game.

Examples:

*Adding a storytelling element where players explain how a theory applies to real life.  
Introducing a challenge element where players must argue why their theory is more relevant today.  
Changing the scoring system to reflect interdisciplinary impact.*

## **Hour 2: Designing & Testing a New Game**

### **Rapid Game Development (30 min)**

#### **Group Challenge:**

Each group designs a new game using the *Top Trumps* cards as a foundation.

*Possible approaches:*



*A trivia-based game where players must answer questions about different theories.*  
*A role-playing challenge where students act out scenarios based on psychological theories.*  
*A ranking game where students must justify their order based on real-world applications.*

### **Prototype Testing:**

*Groups swap their game concepts and test-play another team's design.*  
*Quick feedback is provided: What works? What could be improved?*

### **Final Discussion & Reflection (30 min)**

#### **Game Pitches:**

*Each group presents their game concept to the class.*  
*They explain the psychology behind their game and why it's an effective learning tool.*

#### **Debrief:**

*What makes a game-based learning experience successful?*  
*Are there psychological principles (e.g., motivation, reinforcement, engagement) that can enhance educational games?*

#### **Takeaways:**

*How can students apply gamification strategies in their own studies?*  
*How could psychology-based games be used in real-world education or training settings?*

### **Learning Outcomes**

- ✅ **Critical Thinking:** Encourages students to evaluate and redesign game mechanics for better learning outcomes.
- ✅ **Hands-On Engagement:** Students actively play, design, and test educational games rather than just discussing theory.
- ✅ **Collaboration & Debate:** Teams work together, test ideas, and engage in structured discussions.
- ✅ **Real-World Application:** Helps students see how gamification can enhance psychology education and beyond.



# Workshop on Game Design – 4 Week Workshop

## “Gamifying Social Psychology”

### Learning Objectives:

- Understand key social psychology theories and their **real-world applications**.
- **Analyse game mechanics** and evaluate what makes an educational game engaging.
- **Apply psychological principles** to design and modify game-based learning tools.
- **Develop and test** a psychology-themed game concept in a short timeframe.
- Communicate the educational value of their game through **presentations and discussions**.

**Duration :** 4 weeks, 2 hours per week

**Materials Needed:** *Top Trumps: Social Psychology* card deck, internet access for QR code scanning, whiteboard, discussion prompts, access to psychology articles/web resources.

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### Week 1: Introduction & Understanding the Game

**Focus:** Learn key social psychology theories and explore the *Top Trumps* game format.

#### Hour 1: Understanding Social Psychology

**Discussion (15 min):** What is social psychology? Why is it important?

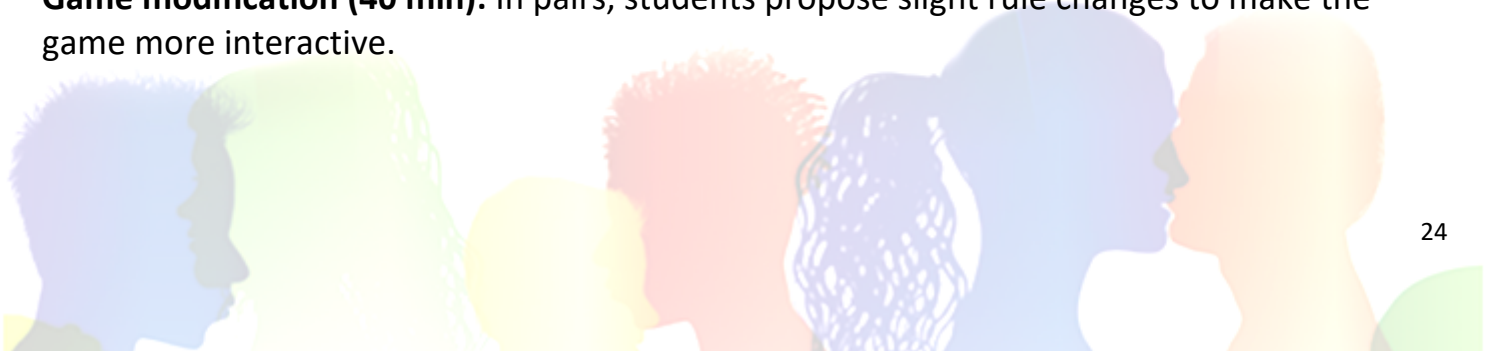
**Card exploration (20 min):** Each student picks a random card and describes the theory to a partner.

**Game session (25 min):** Play a few rounds of *Top Trumps* to understand the mechanics.

#### Hour 2: Reverse Engineering the Game

**Game mechanics discussion (20 min):** What makes *Top Trumps* engaging? What strategies can you use to win? Does it work with an academic discipline like social psychology compared to other areas of life (e.g., animals, ships, buildings)?

**Game modification (40 min):** In pairs, students propose slight rule changes to make the game more interactive.



## **Week 2: Designing New Games with the Cards**

**Focus:** Exploring different ways to use the cards in learning activities.

### **Hour 1: Idea Generation (60 min)**

In small groups, students think of alternative ways to use the cards in a game (e.g., memory games, strategy-based games, storytelling).

### **Hour 2: Prototype testing (60 min)**

Groups create a rough version of their new game and test it on another group.

**Homework:** Reflect on how game mechanics can enhance learning.

## **Week 3: Refining Game Ideas & Testing**

**Focus:** Improve and refine new game formats based on feedback.

### **Hour 1: Structuring a Playable Game**

**Review & discussion (15 min):** Share reflections on game-based learning.

**Game adjustments (20 min):** Groups refine their game rules based on feedback from last week.

**Game testing (25 min):** Groups switch and play each other's games, taking notes on what works.

### **Hour 2: Website Exploration & Enhancements**

**Using online resources (20 min):** Check website content for additional insights or new ideas.

**Enhancing gameplay (20 min):** Add elements like scoring, challenges, or team strategies.

**Final testing (20 min):** Groups play a second round with improvements.

**Homework:** Prepare a short pitch to explain their game to an audience.



## **Week 4: Presentations & Final Gameplay Session**

**Focus:** Showcase and play the final versions of the games.

### **Hour 1: Presentations & Game Pitches**

**Game pitches (30 min):** Each group presents their game concept, explaining the rules and psychology theories involved.

**Q&A session (30 min):** Other students ask questions and give feedback.

### **Hour 2: Playing the Final Versions**

**Rotating game stations (45 min):** Groups take turns playing each other's final game versions.

**Reflection discussion (15 min):** What worked well? How does game-based learning help in understanding psychology?

**Final Task:** Write a blog post or record a video about their experience designing and playing the games.

### **Learning Outcomes**

- ✓ **Critical Thinking:** Encourages students to evaluate and redesign game mechanics for better learning outcomes.
- ✓ **Hands-On Engagement:** Students actively play, design, and test educational games rather than just discussing theory.
- ✓ **Collaboration & Debate:** Teams work together, test ideas, and engage in structured discussions.
- ✓ **Real-World Application:** Helps students see how gamification can enhance psychology education and beyond.





## Games Glossary

The following are a list of quick-to-learn, educational variants on the classic *Top Trumps* game (20-30 mins each).

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### Concept Connections

- **Activity:** Divide the class into small groups. Distribute several cards to each group and ask them to connect the theories or concepts on the cards to real-world scenarios (e.g., “Which card best explains persuasion in marketing?”).
  - **Objective:** Encourage critical thinking and application of theories.
  - **Educational Value:** Students learn how social psychology concepts relate to everyday life.
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### Psychology Timeline

- **Activity:** Assign students cards and ask them to arrange the concepts chronologically along a timeline on the board or wall. They can work together or compete to see who gets the order correct fastest.
  - **Objective:** Teach the historical progression of social psychology.
  - **Educational Value:** Students understand how theories and experiments have built on one another over time.
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### Case Study Analysis

- **Activity:** Present the class with a hypothetical or historical case study (e.g., a company facing inter-departmental conflict). Students must select the best card to explain or address the situation.
  - **Objective:** Encourage practical application of theories.
  - **Educational Value:** Students learn to analyse scenarios using psychological principles.
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## Group Role Play

- **Activity:** Assign students cards that represent specific concepts (e.g., cognitive dissonance, illusory correlation). Have them act out a group scenario, such as a jury deliberation or a marketing team meeting, using their assigned concept.
  - **Objective:** Explore how psychological principles play out in group dynamics.
  - **Educational Value:** Students experience real-time examples of social psychology concepts.
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## Experiment Design Challenge

- **Activity:** Ask students to create new experiments inspired by the card's concepts, including hypotheses, methods, and expected outcomes.
  - **Objective:** Encourage creativity and a deeper understanding of research methods.
  - **Educational Value:** Students better understand experimental design in psychology.
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## Build a Mind Map

- **Activity:** Students collaboratively create a mind map on the board using their cards as nodes. Connections are drawn between related concepts, theories, or experiments.
  - **Objective:** Visualise relationships between social psychology concepts.
  - **Educational Value:** Students develop an interconnected understanding of the field.
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## Quickfire Quiz

- **Activity:** Use the cards as prompts for a rapid-fire quiz. Read the key attributes or descriptions, and students must identify the psychologist, theory, or concept.
  - **Objective:** Reinforce recall and active engagement with material.
  - **Educational Value:** Students strengthen their memory of key social psychology content.
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## Concept Match

- **Activity:** Lay cards face up on the table. Players are given a social psychology scenario (e.g., “How do groups form prejudices?”) and must choose the card that best explains or connects to the scenario.
  - **Objective:** The group votes on the best match; the winning player keeps the card.
  - **Educational Value:** Encourages players to think critically and apply psychological theories to real-life situations.
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## Theory Debate

- **Activity:** Players draw a card and present an argument for why their card’s concept or theory is more impactful or relevant than the ones on the other players’ cards.
  - **Objective:** Other players vote for the most convincing argument. The winner keeps the card.
  - **Educational Value:** Promotes understanding of the significance of various social psychology concepts and theories.
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## Psychology Pictionary

- **Activity:** Players take turns drawing a card and sketching a concept or theory from the card. Other players guess what it is.
  - **Objective:** The player who guesses correctly keeps the card.
  - **Educational Value:** A fun way to recall key theories and experiments creatively.
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## Rapid Recall

- **Activity:** A player draws a card and has 30 seconds to list as many real-world applications or related concepts as possible. Other players verify or challenge connections.
- **Objective:** The player with the most valid connections earns the card.
- **Educational Value:** Enhances recall and connections between social psychology concepts.





