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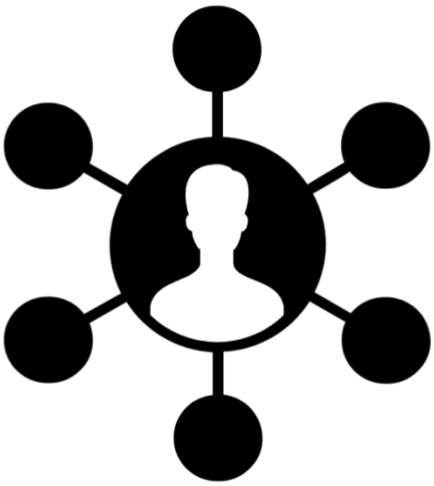
Year 11 ATAR Psychology

Types of Relationships



OTHERS –
Relational Influences

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Year 11 ATAR Psychology

OTHERS – Relational Influences

Types of Relationships

Instructions to Students

This resource package provides you with learning materials for the Psychology ATAR Year 11 course. The package focuses on the **Topic OTHERS – Relational Influences – Types of Relationships.**

This package is designed to support the program you are completing at your school. If feedback is required when completing this package, you should consult your teacher.

CONTENTS

Learning Content and Activities **2**
This section is designed to develop the knowledge component of the syllabus. It also includes focus questions and activities to support your understanding.

Additional resources to support your learning **12**

Answers **14**

It is recommended that students further investigate concepts covered in this resource package by conducting their own research using the text/s that they use at school or the internet.

Syllabus Points Covered

- *types of relationships*
  - *pro-social*
  - *anti-social*

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Learning Content and Activities

SOCIAL RELATIONSHIPS

In Psychology, the term **social relationship** describes the connection or association between two or more people, especially regarding how they think, feel and behave towards each other. Social relationships range from very close personal relationships with friends and family through to more impersonal, formal and temporary relationships with strangers, such as giving directions to a tourist.

All social relationships involve social behaviours where interaction occurs between two or more people. This social behaviour may be classified as **positive (pro-social) or negative (anti-social).**

PRO-SOCIAL BEHAVIOUR

Everyday acts of helping others that involves a personal cost to the helper. True pro-social behaviour is intentional, in that the helper deliberately tries to provide assistance. The behaviour must benefit or help another person, group or society. For example, opening a door, donating to charity, volunteering, fund-raising, sharing toys, helping in an emergency.

Altruistic Behaviour

Altruistic behaviours are:

- undertaken without any regard to the health, safety and welfare of the self
- motivated by the desire to help others rather than yourself
- unselfish
- are of no benefit to the person carrying out the act and could even potentially cause harm to the person carrying out the act.

Not all pro-social behaviours are altruistic. Sometimes people help others knowing that they will get recognition or reward or are hoping of a favour being returned in the future.

Why do people help in some situations and not others?

The characteristics of the particular situation will have an influence on whether an individual will behave in a pro-social way. If a situation is a clear-cut need for help, it is more likely that people will assist. If the situation is ambiguous, then help might not be forthcoming.

The environmental setting can also influence the likelihood of help being offered to people in need; for example, people in rural settings are often more inclined to help each other than people living in densely populated urban settings.

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The Interesting Case of Kitty Genovese

Bystander effect is where a bystander is more likely to help others in an emergency when he or she is alone than when there are other bystanders around.

The bystander effect is highlighted by Kitty Genovese who was murdered in a New York street in 1964. At around 3am, after returning home from work in a bar, she was attacked by a man with a knife. She tried to escape but her attacker caught her and repeatedly stabbed her. Kitty's screams for help woke 38 of her neighbours; many switched on their lights and watched for up to 35 minutes. Only one person called the police, and no one went to her aid.

There are 3 main factors influencing whether or not we engage in pro-social behaviour:

- situational factors
- social norms
- personal factors.

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ACTIVITY ONE

1. Complete the table below summarizing the 3 factors that influence engagement in pro-social behaviour.

Factor	Sub-elements of the factor	Explanation
Situational factors	Noticing the situation	
	Interpreting the situation	
	Taking responsibility	
Social norms	Reciprocity norm	
	Social responsibility norm	
Personal factors	Empathy	
	Mood	
	Competence	

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2. Go to www.youtube.com/embed/BdpdUbW8vbw
and watch the video on bystander effect. Complete the following questions.

a) Many say Kitty could have been saved. Explain why?

b) What did the smoke experiment show?

c) How did the experiment involving the headphone task also demonstrate the bystander effect?

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Reluctance to Help

Factors that can limit or reduce our pro-social behaviour:

- **diffusion of responsibility** - Belief that in a situation where help is required, and others are present, that one or more other people will or should take responsibility for helping. This explains the bystander effect.
- **audience inhibition** - People may stand back and not help because they do not want to embarrass themselves or feel foolish, especially if help is not actually needed.
- **cost-benefit analysis** - Weighing up personal and social costs of helping against the benefits of helping.

Stages of Helping

To better understand the processes of helping in an emergency, Latané and Darley developed a model of helping that took into consideration the important role of the social situation. Their model, which is the "Latané and Darley's Stages of Helping" has been extensively tested in many studies, and there is substantial support for it.

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ACTIVITY TWO

1. Using the table below, label the box as being a high likelihood or low likelihood of someone helping and being pro-social given the cost-benefit analysis principle.

		Cost of helping	
		LOW	HIGH
Cost of not helping	LOW		
	HIGH		

2. Given the criteria for why people will or will not help, in the following circumstances state if you think help is likely or not and explain why. You may be able to argue both that in some cases it will be likely and sometimes it will not be.

    a) A person is trapped in a burning house with 30 onlookers in the street.

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b) A man appears drunk and is lying in the middle of a busy street.

c) A middle-aged woman sees that a young woman is being followed by a man along a quiet street with no one else around.

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Theories of the Origins Pro-Social Behaviour

- **Inherited** (not the generally accepted view). Helping others is innate and instinctive as the survival of the species depends on humans helping each other.
- **Learned** (more common view). Helping behaviours are learned in childhood through reward and praise for sharing; instructing children in being helpful; observing others being helpful or sharing; social influences.
- **Empathy** (two component compromise explanation). Affective component - the biological predisposition to react emotionally to others and cognitive component – learned through interactions with others. Braten (1996) showed that even infants and toddlers can react empathetically to cries of other babies and share the distress of others.

Research suggests that the need to reduce unpleasant feelings is a strong motivation to help and that self-interest plays a part in pro-social behaviour.

ANTI-SOCIAL BEHAVIOUR

Anti-social behaviour is **voluntary** behaviour that **deliberately** causes physical or psychological harm to another person, to the property of another person or to the functioning of a group or society. This behaviour typically involves actions that break the laws, rules or social norms (shared rules or expectations or a group about how to behave) concerning personal and property rights of others. Examples – bullying, vandalism, terrorism.

Anti-social behaviour may be learned through:

- direct reinforcement of aggression (praise from parents or peers)
- observing aggression in parents or peers
- parents directly teaching aggression and through social norms.

Bullying

A form of aggressive behaviour, by a more powerful person, designed to cause physical or psychological hurt or distress to others. To be classified as bullying it must be seen on repeated occasions.

Aggression

In psychology, aggression is often defined as any behaviour intended to cause physical or psychological harm to a person (including self), animal or object.

Theories to explain aggressive behaviour include –

- Psychodynamic - Freud states that all humans have two basic drives, aggression and pleasure.
- Ethological – from an evolutionary point of view, it is an innate behaviour that we have adapted to help us survive.
- Social learning – aggression is learnt by watching other people and copying their behaviour.

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A famous study into the social learning causes of aggression was done by Bandura (1965) - The Bobo Doll experiment. Bandura identified 4 conditions that are necessary for observational learning to occur:

1. must pay attention to model's behaviour
2. must remember the model's behaviour
3. must have the ability to reproduce or imitate the behaviour
4. must be motivated to perform the behaviour.

Factors that Encourage Anti-Social Behaviour

Deindividuation is where individuals are more likely to commit anti-social behaviour in a situation where they can't be identified personally. Being in a crowd (for example in the case of rioting) gives people anonymity because personal identity is concealed. It also removes feelings of guilt.

Perceived disadvantage where people compare their socio-economic circumstances with others who are perceived to be better off than themselves. This can lead to the 'disadvantaged' person acting aggressively to improve their position through, for example, vandalism, assault, burglary or group riots. This is especially the case where an improvement in circumstances cannot be achieved legitimately.

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ACTIVITY THREE

1. State what the following scenarios are describing. Choose from cost-benefit analysis, deindividuation, diffusion of responsibility, perceived disadvantage and audience inhibition.

Bill sees a man collapse at the train station but doesn't go to his aid as he thinks to himself "he's probably drunk, and I don't want to embarrass myself"	
Jade is driving on the freeway and see a car broken down on the side of the road. She doesn't stop to help because she thinks "someone else will stop to help"	
Michael doesn't think it is fair that James always seems have the best and most expensive new things. He decides to steal James' brand new pencil case and take it home for him to use himself.	
Eddie sees a woman struggling to get onto the train with all her shopping. He considers helping but is worried that if he does he will miss his train	
Will is at a football game and joins in a swearing at the umpire with the rest of the crowd who have all become very upset at his decisions	

2. Go to https://www.simplypsychology.org/bobo-doll.html and read about the Bobo Doll experiment. Outline the aim, method, results and conclusion of the experiment.

3. Go to https://www.theadvocate.com.au/story/4209716/peter-allen-classic-used-to-deter-anti-social-behaviour/?cs=2452 and read the article. Explain what the strategy to reduce anti-social behaviour was, if it worked and why some people got upset by it.

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Additional Resources

Textbook references

If you have a copy of *Nelson Psychology WA ATAR Unit 1&2*:

- read pages 52-58
- complete end of chapter questions on page 67 - Terminology 1,3,5, MCQ 1-5 and SAQ 1-4

If you have a copy of *Nelson Psychology WA ATAR Unit 1&2 Student Workbook*:

- read and complete pages 49-57.

Additional reading/Weblinks

Check out the additional reading in the following links to help you clarify your understanding.

- The Bystander effect https://www.youtube.com/embed/N26pYx0rgWI
- Bandura's Bobo Doll Experiment https://www.youtube.com/embed/zerCK0lRjp8
- Link between heroism and ant-social behaviour? https://www.psychologytoday.com/blog/unique-everybody-else/201611/what-is-the-link-between-heroism-and-antisocial-behavior
- Influences on Helping behaviour http://open.lib.umn.edu/socialpsychology/chapter/9-3-how-the-social-context-influences-helping/

Complete a mind map of all the concepts relating to prosocial and antisocial behaviour. You can do your own or fill in more detail on the template on the next page.

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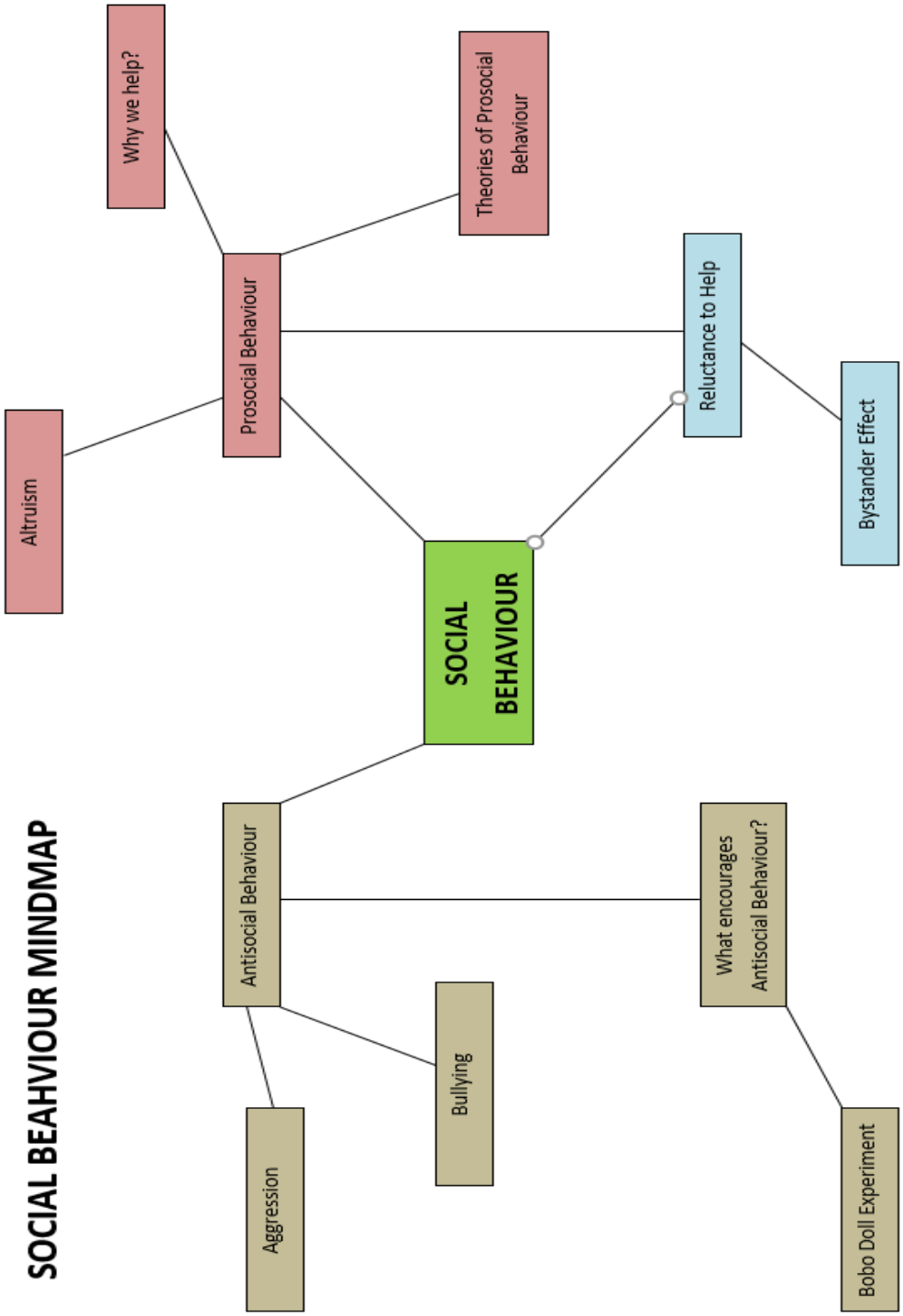

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Answers

ACTIVITY ONE

1. Complete the table below summarizing the 3 factors that influence engagement in pro-social behaviour.

Factor	Sub-elements of the factor	Explanation
Situational factors	Noticing the situation	People in a group are more likely to be focused on their interactions with each other than on their surroundings, as compared with when they are alone. Noticing an incident that is different or unusual and may involve someone needing help is a necessary first step in making a helping response.
	Interpreting the situation	Many situations in which help may be required are ambiguous or unclear. Therefore, people cannot always be sure that a helping response is appropriate or required. The less ambiguous the situation the more likely an individual will help.
	Taking responsibility	You are unlikely to intervene and help unless you believe it is your responsibility to do so. When someone else is nearby in an emergency situation we may leave the responsibility to them to help Bystander effect applies here
Social norms	Reciprocity norm	An unwritten rule that we should give what we receive or expect to receive (reciprocate). States we should help others who help us. E.g. help a friend with their h/w you would expect them to help you out when you need a favour
	Social responsibility norm	Is to help those who need help because it is our duty or responsibility to do so Eg give up your seat on a bus, help someone with directions

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Personal factors	Empathy	More likely to help if feel sorry for them or understand their feelings and difficulties (feel concern for them) – want suffering to end which can motivate to help Batson (1995) believes you help people in distress for selfish motives as well as purely helpful 'selfless' motives
	Mood	More likely to help when in a good mood because helping makes us feel good people sometimes help in order to stay in a good mood
	Competence	People with abilities or training relevant to a situation in which help is required are more likely to help Relevant training makes help more likely to be offered and more likely to be effective

2. Go to www.youtube.com/embed/BdpdUbW8vbw and watch the video on bystander effect. Complete the following questions.

a) Many say Kitty could have been saved. Explain why?
People needed to act. They could have called the police at any time and help her. The man came back a second time to complete the murder. There was time when it would have been safe for people to go to her aid.

b) What did the smoke experiment show?
People did not respond to the smoke when other people around them were not responding. The interpreting of the situation became based on other people's lack of reaction.

c) How did the experiment involving the headphone task also demonstrate the bystander effect?
When people knew they were the other listener they helped more readily. When they thought there were many listeners they were less like to help.

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ACTIVITY TWO

1. Using the below table, label the box as being a high likelihood or low likelihood of someone helping and being pro-social given the cost-benefit analysis principle.

		Cost of helping	
		LOW	HIGH
Cost of not helping	LOW	Low likelihood of helping	Low likelihood of helping
	HIGH	**High likelihood of helping**	Low likelihood of helping

2. Given the criteria for why people will or will not help, in the follow circumstances state if you think help is likely or not and explain why. You may be able to argue both that in some cases it will be likely and sometimes it will not be.
    a) A person is trapped in a burning house with 30 onlookers in the street.
    Low likelihood – diffusion of responsibility/bystander effect decreases chances of helping with a large group of onlookers, also because of cost-benefit people may think it is too dangerous to help and they might get hurt too
    OR
    High likelihood – can't misinterpret the situation, people know they need help, also the social norms to help people trapped
    b) A man appears drunk and is lying in the middle of a busy street.
    Low likelihood – bystander effect is no one else is helping unlike to also help, interpreting the situation is difficult so less likely to help.
    c) A middle aged woman sees that a young woman is being followed by a man along a quiet street with no one else around.
    High likelihood – only one person around, so she would feel responsible to do something for the young woman.
    OR
    Low likelihood – cost-benefit analysis and also a lack of feeling competent enough to deal with the situation (woman may not feel should could physically match male) may mean that woman doesn't help because she fears being hurt also.

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ACTIVITY THREE

1. State what the following scenarios are describing. Choose from cost-benefit analysis, deindividuation, diffusion of responsibility, perceived disadvantage and audience inhibition.

Bill sees a man collapse at the train station but doesn't go to his aid as he thinks to himself "he's probably drunk and I don't want to embarrass myself"	Audience inhibition
Jade is driving on the freeway and see a car broken down on the side of the road. She doesn't stop to help because she thinks "someone else will stop to help"	Diffusion of responsibility
Michael doesn't think it is fair that James always seems have the best and most expensive new things. He decides to steal James' brand new pencil case and take it home for him to use himself.	Perceived disadvantage
Eddie sees a woman struggling to get onto the train with all her shopping. He considers helping but is worried that if he does he will miss his train	Cost-benefit analysis
Will is at a football game and joins in a swearing at the umpire with the rest of the crowd who have all become very upset at his decisions	Deindividuation

2. Go to https://www.simplypsychology.org/bobo-doll.html and read about the Bobo Doll experiment. Outline the aim, method, results and conclusion of the experiment.

Aim: To see if children would learn and imitate aggression from watching adult role models.
Procedure: Children observed either an adult role model being aggressive towards a Bobo doll, or a demonstration of non-aggressive behaviour towards the doll. The children were then exposed to mild frustration before being left in a room with a Bobo doll.
Results: Many of the children who saw the adult being aggressive went on to imitate the aggression on the doll. Less aggression was seen in the group who watched the non-aggressive adult behaviour.
Conclusion: Children exposed to aggressive role models are likely to imitate their behaviour.

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3. Go to https://www.theadvocate.com.au/story/4209716/peter-allen-classic-used-to-deter-anti-social-behaviour/?cs=2452 and read the article. Explain what the strategy to reduce anti-social behaviour was, if it worked and why some people got upset by it.

They played Peter Allen "I Go to Rio" to deter homeless people hanging around, vandals and anti-social behaviour around the Bunbury waterfront. It did work and the anti-social behaviour was reduced. People were not happy because it did not solve the underlying problem, only shifted the people to another area to do the behaviour there.

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