

## Breakout Events Descriptions

*Please note the numbers on the left correspond to the session number on the breakout programme.*

### **1 AQA A-Level**

#### **Rosie McGinley (AQA Subject Lead Psychology and Law)**

Join us to hear the latest updates from AQA A-level Psychology and to share your ideas with other teachers. This session also offers the opportunity to have your questions about AQA A-level Psychology answered

### **2 Fun without flunking- how to engage learners and hone exam technique**

#### **Adelaide McLaughlin, Oxford University Press (and Ludlow Sixth Form College)**

This session explains how to engage learners with activities and application of psychology to the real world with retrieval and practice questions needed for exam success.

### **3 Gamification: Increasing Engagement and Enjoyment through Competition and Gameplay**

#### **Amy Halsall, Chair ATP**

An interactive session about using gamification to help even the driest of topics become more fun for you and your classes. This will particularly focus on the use of themes, teams and games to engage learners. Bring a laptop or other digital device to get the most out of this session.

### **4 Understanding Sex, Gender & Sexuality**

#### **Dr Kirsten McKenzie, University of Lincoln**

This interactive workshop explores the multifaceted concepts of Sex, Gender, and Sexuality, in order to provide greater understanding of these crucial aspects of identity, while also breaking down common misconceptions and providing a framework for informed and respectful discussion.

### **5 Reframing Failure**

#### **Lucinda Powell, Abingdon School**

Fear of failure can act as a motivator to avoid failure: it pushes people to either work harder to achieve or prevents them from reaching their potential. The path from fear of failure to poor academic performance is associated with behaviours that impede learning such as increased procrastination, reduced self-regulation, stifled creativity, reduced ability to persist, stunted self-efficacy, and reduced risk taking. Therefore, it is important to reframe failure and create a learning environment of high standards and high psychological safety: a place where students can try new things, learn from mistakes and persist. This session will look at different kinds of failure and how we can create a learning environment of psychological safety.

### **6 Using AI to help teach and learn psychology**

#### **Jock McGinty, Watford Grammar School for boys**

It does what it says on the tin!

### **7 Actually Applying Study Skills to Psychology**

#### **Dr Steven Taylor, shortcuts tv**

Study skills are 'in' at the moment. However, there's relatively little on how you

apply them to specific subjects and topics.

So, this Workshop will look at three areas students told us they found 'challenging and difficult' - Issues & Debates, Approaches and Research Methods - and illustrate how specific study skills can help with (i) knowledge & retrieval, (ii) higher-order thinking skills (AO skills) and (iii) reflection, all of which can make studying easier and more productive.

### **8 Van Gogh, psychedelic dreams and popping candy. Fun, psychology-based ideas for open evenings, taster or STEM days.**

**Helen J. Kitching, CPsychol, ABPsS, BSc, MSc, PGCE**

Helen is a Freelance Psychology Education Consultant. She is also an experienced teacher, tutor, CPD instructor, author and examiner, Chartered Psychologist and Fellow of the British Psychological Society, editor of ATP Today and ATP Conference Organiser

This workshop will look at fun and creative ways to engage learners and parents in psychology at open evenings or on taster days or STEM science days. Feel free to share your own ideas too.

### **9 Freud doesn't really blame mothers! Busting myths about psychoanalytic studies**

**Dr Jessica Battersby, Department of Psychosocial and Psychoanalytic Studies. University of Essex.**

Developed and driven by scholars Sigmund Freud and Karl Jung and with focus on early childhood experiences and the primacy of the mother, psychoanalytic studies has long lived under a shadow of feminist critique. Considered disinterested in the experience and position of the feminine - other than when it applied to the raising of children - psychoanalytic studies has been heavily critiqued for its emphasis on mothers and sons, the Oedipal myth as dominant, and limited attention in its inception to daughters or to mothers as subjects in their own right.

This talk aims to dispel some of the myths of psychoanalytic approaches to mothers and mothering by showing the ways in which psychoanalysts such as Chodorow, Irigaray or Stone have refocussed on the doing of mothering and the subjective identity of 'the mother'. As well as considering the interdisciplinary shape of new psychoanalytic approaches that draw on gender and sexuality studies, feminisms, post-colonial theory, and new materialist approaches. These intersectional relations demonstrate some of the ways in which psychoanalysis is not reduced by its critics but thrives because of them, continuing to inspire if we care to look, new ways to think about interiority, the unconscious, and the doing and being of mother/hood.

### **10 Creating calm in schools through family yoga**

**Hayley Graves, Creative Therapy for children and young people**

I am a PhD student in my final year. Currently looking at the feasibility of delivering a Mindfulness based nonclinical intervention in schools for children with an Attention Deficit Hyperactivity Disorder diagnosis. I work as children's therapist for my own practice 'Creative Therapy for children and young people'.

The workshop will include a poster presentation: The acceptability of yoga as a family intervention and the acceptability of family journals as a method to collect data.

A family mindfulness programme was evaluated as way of supporting the overall wellbeing of young people in primary schools. The aims of this study

1. To ascertain the acceptability of yoga as a family intervention
2. To ascertain the acceptability of family journals as method to collect data

The study will be presented and some of techniques used within the study will be delivered in a practical session. The workshop will include some fun yoga, breathing techniques and a short relaxation. Details of the study and the results will then be presented.

### **11 An Introduction to the ICM Level 2 Award in Psychology (RQF) an Accredited Enrichment Course**

Matt Jarvis, author

Come to this workshop to hear more about a engaging enrichment qualification which provides Learners with an insight into the application of psychology into the everyday world whilst developing Learners research skills for the workplace and for further study such as EPQ.

### **12 A refreshing approach to Psychology: Discover OCR's new and improved A Level**

**Nicola Heath, Psychology Subject Advisor, and Matt Dilley, Psychology Product Manager.**

Join us to discover more about OCR's exciting, refreshed Psychology A Level (first teach Sept 2025) and why it's an excellent choice for both teachers and students.

Come along to find out our rationale for the development and how we've used extensive teacher feedback to create a diverse, modern and streamlined qualification that will:

Engage students through contemporary topics that you will not find elsewhere  
Lessen cognitive load in exams, so students can perform at their best

Ensure accessibility for students of all abilities, including those aiming for the A\*-B grades

Reduce teacher workload

Promote teacher wellbeing.

You will have the chance to hear about the new specification, and view examples of the free teaching materials that are available on our secure online platform, Teach Cambridge. We will also guide you through our new assessment materials, highlighting what has changed and the updated accessibility principles in action.

Plus, there will be a chance to network with other teachers, get your questions answered, and go away with some printed resources and freebies to use!

### **13 Smelling Parkinson's - an engaging way to introduce Hypothesis Testing**

**Cat van Saarloos and Sarah Denison, AMSP**

Cat and Sarah both work on the AMSP which provides free online courses for the Maths in A level Psychology (<https://amsp.org.uk/event/c2af84dd-654f-47db-a6cd-1b3969b9d596/>).

In this session, we model an engaging and meaningful way to introduce hypothesis testing. The activity gives students a really solid understanding of what  $p < 0.05$  really means. During the session we ask you to step into the shoes of an A level Psychology student who lacks confidence with maths. You will also have an opportunity to hear about our extensive collection of interactive resources which help bring the maths in A level Psychology to life.

Please note that this session is also part of our online course so if you have attended this you will have already seen the content.

#### **14 Beyond the textbook: Stretch and challenge your students with the latest research on schizophrenia and criminal behaviours**

**Helen J. Kitching, CPsychol, ABPsS, BSc, MSc, PGCE**

Helen is a Freelance Psychology Education Consultant. She is also an experienced teacher, tutor, CPD instructor, author and examiner, Chartered Psychologist and Fellow of the British Psychological Society, editor of ATP Today and ATP Conference Organiser

Help stretch and challenge your students by going beyond the textbook and help them with their transition from school/college to university. This workshop is designed to update your subject knowledge on the latest research on schizophrenia and criminal behaviours. Designed for all specifications.

#### **15 Teaching and learning through film**

**Jenny Hamilton & Helen Kemp, University of Lincoln**

This workshop explores how watching and discussing films in education can provide insight into issues and themes and open up discussion.

#### **16 Stress and stress management**

**Purvi Gandhi, CPsychol, FCCT**

Purvi Gandhi, an experienced educator and mental health advocate with over 20 years of teaching Psychology, blends her background as a practising clinician in the USA and Kenya to enhance well-being in schools. She is dedicated to using evidence-based approaches to foster excellent teaching and learning, exemplified in her recently published book *A Little Guide for Teachers: Student Mental Health* which aimed at providing practical strategies to enhance mental health. This book includes a chapter on stress and stress management, the workshop will draw upon the information in this chapter, providing participants with valuable insights and practical tools.

#### **17 Making meaning in A-Level Psychology**

**Dr Mike Hobbiss and Mr Paul Cline**

Given the amount of content in our specifications, very few students will be able to rote learn their way to success. Therefore, designing a curriculum and lesson experiences which prioritise making meaning is an important enough goal even when exam questions are relatively predictable, and the required depth of understanding is clearly communicated by the specification. It is even more essential when this is not the case, and in some exams in recent years this has certainly not been the case. In this session we will therefore look at how we might first identify and then prioritise meaning making in our curricula, and what

resources and lesson activities might help students to develop a deep and flexibly understanding of our subject.

For part two, see session 33.

## **18 Deep Dive into Dreams**

**Stefan Marianski, Freud Museum**

Take a deep dive into Sigmund Freud's theory of dreams in this interactive taster session with Stefan Marianski, Learning Manager at the Freud Museum.

## **19 OFSTED Deep Dives no SCUBA equipment needed**

**Lucia Berridge, ATP Committee and The King John School**

I've been a Head of Psychology for over 10 years and joined the ATP committee in 2023. Using experience of an Ofsted inspection (March 2023), and additional experiences from colleagues who have also experienced recent inspections, we'll dive deep into the experiences, challenges, and triumphs of navigating the murky waters of OFSTED scrutiny. We'll uncover how inspectors choose their dive sites, conduct their investigations, and the common questions they pose to students and staff. But fear not! If you worried about not having your SCUBA gear ready, this can be your PADI training. We'll discuss how to prepare your team for the dive, strengthen your defenses, and showcase your department's brilliance. Come and contribute your pearls of wisdom on how to navigate the depths of inspection preparation during our workshop!

## **20 Experiment in a box**

**Dr Kay Ritchie & Dr Charlotte Cartledge, University of Lincoln**

This workshop will present a new classroom research teaching tool and worksheets, the Experiment in a Box.

## **21 Mad Cat and Other Animals Woman**

**Evie Bentley, Sussex Science Tutor, private science tutor**

Currently a proud member of the Association for the Study of Animal Behaviour's Education Committee; also, a past Chair of the wonderful ATP

We're all concerned about being respectful and professional when working with animals, as well as being sensitive to different cultures. This retrospective tour of psychological research illustrates where past norms have come from and how they have changed over the last 100-150 years. Do bring your own examples of studies to share!

## **22 Crossed wires – Freud Neurology and Psychoanalysis**

**Dr Chris Nicholson, Department of Psychosocial and Psychoanalytic Studies - University of Essex**

Freud repressed a lot of his neurological writing and research, but this is now coming to light. I will describe Freud's early scientific training and how much of this he used in developing his interdisciplinary science of the mind: psychoanalysis.

## **23 Unveiling the Mind of AI: Exploring the Psychology of Artificial Intelligence**

**Mairi Rice - ATP Vice Chair, Clifton Hall School**

Delve into the thought-provoking exploration of artificial intelligence. Examine the remarkable advancements in AI technology, its capabilities, and the ethical dilemmas it poses. Explore the implications of AI on various aspects of society, including economics, employment, and personal privacy. Consider the profound impact of AI's integration into daily life and contemplate the ethical and moral responsibilities that accompany its rapid advancement. Join me as we navigate the future of the ever-evolving landscape of artificial intelligence and uncover

the fascinating psychology behind AI and its implications for our rapidly changing world.

## **24 Decolonising the Psychology Curriculum: What's that?**

**Assoc. Prof Patrick Hylton, University of Lincoln**

"Every man gotta right to decide his (sic) own destiny,  
And in this judgement there is no partiality.  
So arm in arms, with arms, we'll fight this little struggle,  
'Cause that's the only way we can overcome our little trouble."  
(Zimbabwe by Bob Marley)

In this session I will present some of the session I did with Dr Jagjeet Jutley-Neilson (University of Warwick) for The Division of Academics, Researchers and Teachers in Psychology (DARTP) (2023). I will make the case for decolonisation, define what I take decolonisation to mean in the British context, and offer specific activities that people could try in order to start the decolonising process with students.

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- Reduce teacher workload

- Promote teacher wellbeing.

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Plus, there will be a chance to network with other teachers, get your questions answered, and go away with some printed resources and freebies to use!

## **27 Adventures in Neuroscience**

**Dr Guy Sutton, Medical Biology Interactive**

Recent developments in brain science - prepare for some seriously exciting/mind-boggling/disturbing neuro-nerdy neurostuff.

## **28 ATP TeachMeet with a Twist**

Michelle Satchwell, John Port Spencer Academy / ATP Committee

Michelle is the Co-Author of Psychology Review: A level Exam Skills and Practice, Head of Department at a large school in Derbyshire, SCITT Subject Based tutor and delivers CPD with OCR.

What makes a great teacher? Borrowing the best bits from all those teachers that have inspired you! In this session, be prepared to leave with a wealth of ideas, as we share the best psychology teaching ideas of all time!

Please bring with you one idea you are happy to share with the group! (Starter task). Then, the rest of the session we will share and discuss best ways to teach the range of topics from across the specifications covering all A level exam boards. If we have time, there may be some bonus topics that go off Spec; best quiz format or best meme...etc.

## **29 Leveraging Microsoft Teams for Teaching and Learning**

**Amy Halsall, Chair ATP**

An introduction to using Microsoft Teams to aid in the delivery, resourcing and assessment of your lessons. This will particularly focus on the use of Classwork, OneNote, assignments and Insights. Bring a laptop or other digital device to get the most out of this session.

## **30 OFSTED Deep Dives no SCUBA equipment needed**

**Lucia Berridge, ATP Committee and The King John School**

I've been a Head of Psychology for over 10 years and joined the ATP committee in 2023. Using experience of an Ofsted inspection (March 2023), and additional experiences from colleagues who have also experienced recent inspections, we'll dive deep into the experiences, challenges, and triumphs of navigating the murky waters of OFSTED scrutiny. We'll uncover how inspectors choose their dive sites, conduct their investigations, and the common questions they pose to students and staff. But fear not! If you worried about not having your SCUBA gear ready, this can be your PADI training. We'll discuss how to prepare your team for the dive, strengthen your defenses, and showcase your department's brilliance. Come and contribute your pearls of wisdom on how to navigate the depths of inspection preparation during our workshop

## **31 GCSE Psychology: All you need to know about AQA's GCSE Psychology**

**Rosie McGinley (AQA Subject Lead Psychology and Law)**

Thinking of introducing GCSE Psychology? Join our us to find out more about the specification, how it's assessed and the resources and support available from AQA. There will also be plenty of time to have your questions answered.

## **32 Confronting Bias or is it Wokeism?**

**Associate Prof. Patrick Hylton, University of Lincoln**

"If you know your history

Then you would know where you coming from

Then you wouldn't have to ask me

Who the heck do I think I am"

(Buffalo Soldier by Bob Marley)

In October 2021, the APA apologised for being "for being "complicit in contributing to systemic inequities, and [having] hurt many through racism, racial discrimination, and denigration of people of color." Was this just wokeism? In this session the aim is to see if psychology really has got a problem with race by delegates participating in an activity?

### **33 BAIEP (beyond acronyms in evaluation paragraphs)**

#### **Dr Mike Hobbiss and Mr Paul Cline**

PEEL (or PEEEL), PBS, PETE, IEJ, PRE, SPEL... and probably more besides. Many, if not most psychology teachers will use acronyms to encourage evaluation paragraphs to be structured correctly. But what are we really looking for, underneath the surface? What are the common features of good paragraphs, regardless of these acronyms, and how can we move beyond just structure, to encouraging students to write meaningful paragraphs which grapple with the specific context of the idea they are evaluating. Come along to hear how we have tried to get our students doing this over the past two years, and to tell us what you do!

### **34 Reach for the Stars: Attaining A/A\* in Psychology**

#### **Deb Gajic**

Deb Gajic is an independent educational consultant, working as a senior examiner, tutor, CPD trainer and author. This workshop will discuss what is required to attain A/A\* in A level Psychology. We will consider what the examiners say, what teachers say and what the students say. This is a discussion-based workshop and there will be opportunities to share experiences and good practice.

### **35 Going Dotty - assessment strategies for the overworked**

#### **Sarah Ping, Notre Dame High School Norwich**

Assessing, or marking, is the time-consuming downside of teaching. Are there any effective ways to make the task easier? I've been trialling things in my classroom and have been surprised by the results. Come and hear what I've been up to.

### **36 A level psychology is actually a course in research methods**

#### **Cara Flanagan**

Students could gain an A level pass just answering research methods questions! It might help to think of Psychology A level as a course in 'How to research human behaviour'. I plan to use this session to discuss this and other issues around the challenges of delivering the research methods content for A level Psychology. Contributions from the audience welcome!

### **37 Adventures in Neuroscience**

#### **Dr Guy Sutton, Medical Biology Interactive**

Recent developments in brain science - prepare for some seriously exciting/mind-boggling/disturbing neuro-nerdy neurostuff.

### **38 ADHD and the Medicalisation of Everyday Life**

**Dr Chris Nicholson, Department of Psychosocial and Psychoanalytic Studies - University of Essex**



I will describe the psychiatric approach to ADHD as described in the DSM, its pros and cons, and then present a psychodynamic way of understanding and treating this so-called 'disorder'.

### **39 How to get published (or broadcast)**

**Cara Flanagan**

A panel of publishers, authors and one Youtuber will tell you how they got into a new source of income. One answer is that they got started by coming along to this annual session. Join us and gather some useful tips.

### **40 How to become a Chartered Psychologist a DART-P sponsored workshop**

**Claire Barker & Lyndsey Hayes, DARTP Committee and ATP Representative on the ATP Committee**

How to become a Chartered Psychologist via the teacher and researcher route and how to get more involved with DARTP.

### **41 Methods for Energising, Meditation and Self-hypnosis**

**Harriet Ennis, Bootham School**

Harriet teaches all sorts of masterclasses and workshops across the UK and she's a qualified hypnotherapist. Try out some practical methods in this workshop, which will include discussion as well as some practical evidence-based techniques. These can be used with your students and/or for your own wellbeing. We will try energising breathwork, a guided meditation with therapeutic self-hypnotic content and take a dose of laughter therapy too.

### **42 A Year in AI**

**Matt Jarvis, author**

A year in Artificial Intelligence is a long time, and quite a bit of what I told you in last year's session now looks hopelessly out of date! The aim of this session is to provide an update on the progress, potential and emerging challenges of artificial intelligence – and how we can (and perhaps can't) apply AI to teaching and learning. AI and technologies that make use of it are developing at a far quicker rate than has been the case with other technologies, and even AI developers do not fully understand how AI models work and so can't predict their actions. Since last year's talk the reasoning ability of Generative AI models has progressed from insect to toddler level.

What does this mean for teaching? Well, on one hand AI is now more than ready to take over all of the boring parts of teaching. On the other hand, our glib (smug?) assurances about AI being decades away from threatening global takeover are starting to look a bit shaky...

But it's not all gloom and doom (well not yet)! We are currently in a 'sweet spot' where AI can save us an enormous amount of time but doesn't threaten our existence or livelihoods. I hope to demo some specialist AI tools that can save you oodles of preparation time as well as show you some ways to get the most out of generic tools like ChatGPT, Gemini and Claude.