IB Psychology - New Syllabus (First Assessment 2027)

Class Practical Ideas

Health and Well-being Interview

Research Question	How It Could Be Conducted
1. How do students manage stress during exam periods?	Conduct a *focus group interview* (4–6 students) discussing stress-management strategies such as exercise, time management, or relaxation. Avoid personal mental health details.
2. What are students' perceptions of the effectiveness of mindfulness in reducing stress?	After a short guided mindfulness activity, hold a *semi-structured focus group interview* where students reflect on how relaxed or focused they felt. Participation should be voluntary.
3. How does regular physical activity influence students' mood and motivation?	Use *structured individual interviews* to ask about frequency and type of exercise, and perceived effects on mood or energy. Avoid medical or diagnostic questions.
4. How do students perceive the impact of social media on their self-esteem?	Conduct a *semi-structured interview* exploring how students think social media affects comparison, validation, or self-image. Keep the focus general and non-personal.
5. What are students' views on the importance of sleep for their well-being?	Carry out *structured interviews* asking about sleep habits, concentration, and mood. Include discussion of ways to improve sleep quality.
6. How do students define "well-being" and what contributes most to it?	Run a *focus group interview* where students share their personal definitions of well-being and key factors such as relationships, balance, and physical health.
7. What role does diet play in students' perceived physical and mental health?	Conduct *semi-structured interviews* about general eating habits, meal regularity, and energy levels. Avoid questions about body image or weight.
8. How do students perceive the relationship between screen time and stress?	Use a *focus group interview* exploring how time on devices affects stress levels, and discuss coping strategies such as taking breaks or limiting use.
9. What do students think makes a healthy school–life balance?	Hold *semi-structured interviews* focusing on how students balance homework, extracurriculars, and relaxation time, and how this affects well-being.
10. How do students view the effectiveness of school-based well-being initiatives (e.g., mindfulness or PSHE)?	Facilitate a *focus group interview* evaluating which initiatives students find most supportive and why. Avoid discussion of individual staff members.

Human Development Observation

Research Question	How It Could Be Conducted
1. How do children cooperate and share during group play?	Conduct an *overt naturalistic observation* of children in a playground or during free play, coding for instances of sharing and turn-taking. Obtain school and teacher consent.
2. How do students show peer influence during group work?	Observe a *controlled classroom activity* in which students complete a group task, noting conformity, leadership, or persuasion behaviours. Participation should be voluntary and overt.
3. How do young children use language to solve problems together?	Carry out an *overt naturalistic observation* in a language or early-years classroom, recording examples of collaborative talk, questioning, and repetition. No audio recording needed.
4. How do teenagers demonstrate social norms through non-verbal behaviour?	Observe interactions in a *public space such as a cafeteria* and note gestures, posture, and proximity that reflect politeness or inclusion. Maintain anonymity of all participants.
5. How do children seek support from adults when they are frustrated?	Conduct a *naturalistic observation* in a classroom or playground, coding how often and in what ways children approach adults when tasks become difficult.
6. How does group play differ between younger and older children?	Use a *non-participant naturalistic observation* comparing cooperative versus parallel play at two age levels. Keep focus broad to avoid singling out individuals.
7. How do students demonstrate enculturation of school rules and routines?	Observe a *structured school setting* (e.g., lining up, assemblies) to note behaviours showing awareness of shared norms such as queuing or silence during instructions.
8. How do peers encourage or discourage participation in group discussions?	Conduct a *participant observation* within a small group task, noting verbal and non-verbal encouragement or dominance patterns. Debrief afterwards.
9. How do children demonstrate theory of mind in pretend play?	Observe *imaginative play* and record instances where one child adapts behaviour or dialogue based on another's imagined role or perspective. No interaction required.
10. How do students display self-regulation during challenging classroom tasks?	Carry out an *overt observation* noting persistence, frustration, or coping behaviours when students face a difficult puzzle or activity. Focus on behaviour, not performance.

Human Relationships Survey

Research Question	How It Could Be Conducted
1. How do students' communication styles relate to the quality of their friendships?	Create a *short anonymous questionnaire* measuring self-reported communication habits (e.g., active listening, openness) and perceived friendship satisfaction.
2. How do cultural values influence students' preferred ways of resolving conflict?	Design a *survey* using brief scenarios about disagreements and ask students to choose or rate possible responses. Compare patterns across cultural backgrounds.
3. How does time spent on social media relate to perceived closeness in friendships?	Use a *questionnaire* including items about daily social media use and self-rated friendship quality. Ensure anonymity and neutral wording.
4. What factors do students consider most important in choosing friends or partners?	Develop a *survey* listing traits such as humour, kindness, ambition, and ask participants to rank or rate their importance. Avoid personal or romantic questions.
5. How does participation in group activities affect students' sense of belonging?	Use a *questionnaire* measuring involvement in clubs or teams and perceived belonging or school connectedness. Keep responses general.
6. How do students perceive conformity pressures within peer groups?	Design a *Likert-scale survey* assessing agreement with statements about fitting in, following trends, or peer influence. Keep focus on perception, not behaviour.
7. How do students view compliance techniques used in school fundraising or campaigns?	Create a *survey* with short descriptions of persuasive strategies (e.g., foot-in-the-door, authority appeal) and ask for perceived effectiveness or fairness ratings.
8. How do students define and experience empathy in their daily interactions?	Develop a *questionnaire* including statements such as "I try to understand how others feel" rated on a 5-point scale. Keep content non-personal.
9. How do gender or age influence preferred conflict-resolution strategies among peers?	Use a *survey* presenting everyday conflict scenarios and ask participants to indicate likely responses. Collect demographic data without identifying individuals.
10. How do students perceive the link between kindness and popularity in school?	Conduct an *anonymous questionnaire* asking participants to rate statements such as "Kind students are well-liked by others." Include open-ended items for brief explanations.

Learning and Cognition Experiment

Research Question	How It Could Be Conducted
1. Does background music affect memory recall?	Conduct a *true experiment* where one group studies a word list with soft background music and another without. Compare number of words recalled.
2. Does the wording of a question influence memory of an event?	Replicate the *Loftus and Palmer* design using short car-crash clips and varied verbs ("hit", "smashed"). Measure estimated speed to test response bias.
3. Does colour influence attention?	Present coloured and black-and-white images or words in a *controlled experiment* and record reaction times to identify where attention is drawn faster.
4. Does social modelling increase prosocial behaviour?	Use a *quasi-experiment* where students see either a model helping (e.g., picking up dropped items) or no model, then record whether they help afterwards.
5. Does time pressure increase reliance on intuitive thinking?	Conduct a *true experiment* using reasoning puzzles completed under timed versus untimed conditions to test System 1 vs System 2 thinking.
6. Does prior knowledge (schema) influence recall of ambiguous information?	Show participants an ambiguous story or picture after giving half of them context information. Compare accuracy of recall to demonstrate schema effects.
7. Does positive reinforcement improve learning performance?	Design an *operant conditioning* task (e.g., solving puzzles) where one group receives praise or tokens for correct answers and another does not. Measure improvement.
8. Does screen exposure before studying affect concentration?	Conduct a *quasi-experiment* comparing students who use phones for 10 minutes before a memory task with those who do not. Measure number of items recalled.
9. Does observing peers' success increase confidence in task performance?	Use a *social learning* setup where one group watches a peer complete a task successfully before attempting it themselves; measure self-efficacy ratings.
10. Does cognitive anchoring affect numerical estimates?	Give participants a random high or low number before asking them to estimate an unrelated quantity (e.g., height of a building). Compare average estimates.