

LOGBOOK FOR A

# scientific

RESEARCH



BY

*mehneuz*




# scientific METHOD

1 Ask a question. ?

2 Do your research. 

3 Form a hypothesis. 

4 Test your hypothesis. 

5 Analyze your data. 

6 Draw conclusions. 



IDEAS FOR THE

# scientific



RESEARCH

Write down 5 to 10 project ideas you think you will be interested in.

how honestly do people act upon their judgements? \*

how bias affects our judgements?

how does comparison lead to judgment?

where does judgment show up most often in our lives?

what is the true reason of judgment?

how hard would turning negative to positive judgment be?

the mental affect of judgment on mental health

how can negative judgment affect the growth of children?

a simulation of a world without judgment

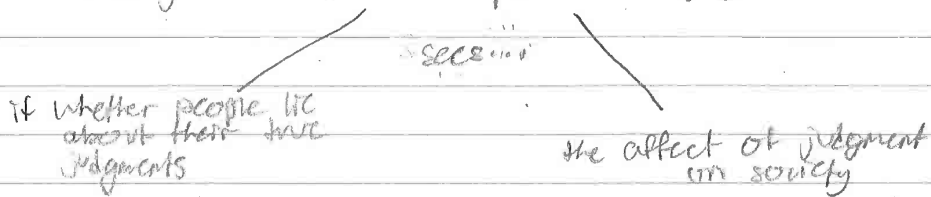
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how honestly do people act upon their judgments?



to test honesty:

1. create survey with questions about judgments

- study body language
- carefully noted/remember answers

2. create a social situation

- examine the individuals (see if what was said was shown)
- take notice to people who did/didn't do something
- ask questions to relate their judgment to situation

3. social media situation

- people are most honest on social media
- examine who made good/bad decisions
- ask why they chose to do that (their judgment)
- relate it to data 1 and data 2

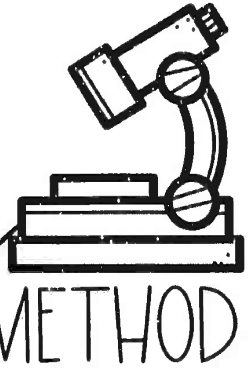
at the end:

- compare data to see differences/similarity within data
- understand whether honesty in judgment was shown
- understand what type of judgment was shown
- understand how this judgment shown affects society



# STEPS OF THE

# Scientific



1. Ask a question.

how often are people honest about their judgements?  
can we use today's judgement to then run a society?

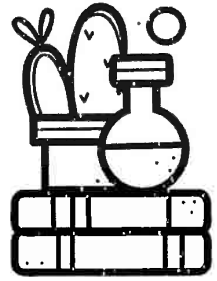
2. Do your research. Has your question been asked before? Research similar questions and write down your information. Don't forget your references (3 websites).

| INFORMATION   | REFERENCE               |
|---|-------------------------|
| accuracy of deception judgements<br>(accuracy of how often people lie about judgement)                        | pubmed.ncbi.nlm.nih.gov |
| judgemental society and its effects<br>(how judgements affected people in our society)                        | medium.com              |
| judgement: how criticism of others harms and hides us from ourself<br>(how harmful judgement affects society) | landscapeoflife.com.au  |



YOUR

# Research



& REFERENCES

1. Use the space below to glue copies of books or website with valuable information about your topic.

at what age are you more likely to lie? [abchealthnews.com](http://abchealthnews.com)  
the psychology behind lying and the lies we tell [psytherapy.com](http://psytherapy.com)  
male vs female in decision-making: who is better? [pcentre.com](http://pcentre.com)  
lying statistics & facts [mastermindbehavior.com](http://mastermindbehavior.com)  
global issues | united nations [un.org](http://un.org)  
judgement character strength [viacharacter.org](http://viacharacter.org)  
the impact of judgement [time-to-change.org.uk](http://time-to-change.org.uk)  
positive psychology coaching: judgement as a character strength [accesscbt.co.uk](http://accesscbt.co.uk)  
how to be a good person and why it matters [tollhelp.com](http://tollhelp.com)  
what it means to be a good person and how to recognize one [happy-central.com](http://happy-central.com)  
Erikson's theory of moral development [verywellmind.com](http://verywellmind.com)  
Erikson's 6 stages of moral development [sproutsschools.com](http://sproutsschools.com)  
the power of peers | nih news in health [newsinhealth.nih.gov](http://newsinhealth.nih.gov)  
peer pressure [kidshealth.org](http://kidshealth.org)

2. Use the space below to write 3 titles of books with important information about your topic.

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Gather more information from these sites as you create the trifold/experiment.  
This is just basic information from each website.

1. We analyze the accuracy of deception judgments, synthesizing research results from 206 documents and 24,483 judges. In relevant studies, people attempt to discriminate lies from truths in real time with no special aids or training. In these circumstances, people achieve an average of 54% correct lie-truth judgments, correctly classifying 47% of lies as deceptive and 61% of truths as nondeceptive. Relative to cross-judge differences in accuracy, mean lie-truth discrimination abilities are nontrivial, with a mean accuracy  $d$  of roughly .40. This produces an effect that is at roughly the 60th percentile in size, relative to others that have been meta-analyzed by social psychologists. Alternative indexes of lie-truth discrimination accuracy correlate highly with percentage correct, and rates of lie detection vary little from study to study. Our meta-analyses reveal that people are more accurate in judging audible than visible lies, that people appear deceptive when motivated to be believed, and that individuals regard their interaction partners as honest. We propose that people judge others' deceptions more harshly than their own and that this double standard in evaluating deceit can explain much of the accumulated literature.  
<https://pubmed.ncbi.nlm.nih.gov/16859438/>
2. We all have options for what I look like at school, University or workplace. We judge people position on things, views and appearance. Through society's eyes, we see people with different nationalities and ethnicities, depending on the ability to interact with the people predominantly. Despite all judgement, we all judge others it might be over a small-time like a colleague who takes too long of a time for the refreshment, or it gets worse issues, such as a person who behaves greedy or arrogant. These judgments put a negative impact on people's life because they have a nature to worry about things. What they are wearing is perfect or not and if they do not speak well what will other thinks. We should learn to accept people for who they are rather than changing them. Every person has a unique personality. It was a long and hard winter night when I was born. My grandmother had told me that at the time of my birth, my mother's health had deteriorated due to the usual low diet. As a result, an emaciated, dark-skinned baby appeared. The rest of the siblings had better complexion than me. When my aunt saw me, she said, "Oh, to whom is this ugly child resemble?". I had loved to watch movies since childhood. Even in my dreams, I had seen myself becoming the best actress. That is why I have never shown interest in education. And then when my dream came true and for me, it was the best day of my life. That day I received the Best Actress award. But despite all the hard work, people started to judge how an uneducated can become the best actress. Society is a combination of people with different personalities. Everybody has a perspective of a good person. That makes things complicated because you as a person cannot adapt to the collective expectations of the whole society. Usually, a person judges another person on the first look basis which means without genuine observation. A judgmental society is not fruitful and it kills a person's creativity. The judgment goes long way from who you voted for, who you want to talk to what you look like. And it is not bad everybody has the right to live according to his way but sometimes it is hurtful for someone. Later start judging that person and try to change them to our liking. Many people are not comfortable to change and even if they do change, they are not convinced. This creates conflicts between the two and leads to a failed marriage. Judgment harms your self-esteem. It can result in serious mental health issues and stress. Stress can weaken the immune system of your body. It causes high blood pressure, fatigue, depression, anxiety, and even stroke. In this condition, people start to feel ashamed of themselves. They prefer being alone and talk less, to not be the judge. We are not perfect nor will ever be, but sooner or later we realize that we are

captious and finding faults in others. This carping behaviour may affect our lives drastically. <https://medium.com/@secrethope155/judgmental-society-and-its-affects-4fbcd7542a9d>

3. Our judgments and criticisms of others often reveal more about ourselves than those we judge. About an hour after posting a message on the Coles Facebook page in support of their decision to withdraw advertising on 2GB radio, I received a phone call from a private number. The unidentified voice told me they had seen my post and I needed 'to shove a sock down my throat'. This experience, while shocking, unfortunately highlights the very themes that this blog post will explore. It shows how judgment and criticism can become a barrier to meaningful conversation and highlights the importance of self-reflection and empathy in our interactions. It's not simply about one particular radio station or presenter; it's about the broader implications for our society and our personal wellbeing. This is about the way we are treating each other, and the wider impact on our world. This model of behaviour, whether you call it a form of masculinity or something else, is damaging to our families, our relationships, our children, our mental health and wellbeing. It normalizes this type of interaction, and reduces our ability to relate to each other in a compassionate way. It undermines the principles of diversity and inclusion. We might think the comments broadcast in our media are benign, a joke, having a laugh, freedom of speech, or that we are entitled to our opinions. But they are so much more. They speak to us as people, the way we are in the world, and how we expect ourselves and others to be. These words have power, and when used to create an environment of negativity, it affects us all. It sets a tone for our interactions, and reinforces patterns of judgement. We avoid our own discomfort by labelling others as emotional, weak, wimps, a pussy, soft cocks, or butterballs. Our humanity and vulnerability are diminished in those moments. We objectify and dehumanise the people in our life whether that is our wife, lover, colleague, friend, neighbour or fellow Australian. These labels act as a shield for us, but they diminish our ability to form positive relationships and to be more compassionate. We need to explore the reasons we do this, and start to approach each other from a place of kindness and understanding. When we behave this way, otherness unfolds in every domain of our life. It doesn't just show up in our racism, misogyny, homophobia, shaming of difference, or bullying that hurts others in our world. The same pattern of behaviour starts to hurt us closer to home, in our own relationships and wellbeing. These actions create division and isolation, and this negative energy permeates all areas of our lives. When we act in this way, we cause pain both to others, and also to ourselves. It is socially acceptable to hide our vulnerability by being critical, complaining, raging in an angry way or having a laugh to make light of difficult and painful situations. It is even considered ok in many circles to numb our emotional pain by knocking back a few at the local or in the privacy of your own home - brews, cones, lines, - name your poison. These behaviours create a barrier to dealing with our emotions, and it is essential that we find other options. If that's the best we can do, it's no wonder so many feel there is no-where to turn when they are suffering and in distress. There is no soft place to land. No compassionate, understanding voice. To long for that is shameful for many. So, what are your mates to do? We need to create a place for kindness, empathy and understanding, where we can all be ourselves and receive the support that we need. Yet, the behaviours that play out on our national airwaves and other media each day, harsh criticism, anger, judgment, minimising, blaming, shaming, vitriolic abuse and defensiveness, are the very behaviours that tear our lives and our nation apart. These behaviours have a direct impact on our emotional well-being, and our relationships with others. By addressing these issues in our communities and media we can build a kinder and more supportive world. We need to change the conversation. We need to recognise our own and each other's humanity. We need a compassionate, friendly voice, a safe place to land in all areas of our life. We need to develop emotional courage. This involves embracing our vulnerabilities, and working towards creating a world that is both kinder and more inclusive. It's time our media broadcasters were responsible and accountable for how they shape the wellbeing

and relationships of our nation. That means a respectful dialogue that values diversity and inclusion and demonstrates this through the behaviours that are modelled. Our country's biggest employers get it and they are letting it be known through their advertising dollars. This is a step in the right direction, and more needs to be done to ensure we all feel safe and valued.

<https://www.landscapeoflife.com.au/harm-of-judgement-criticism>

4. In the first study of its kind, researchers from the University of Amsterdam investigated what age lying was most frequent and what age people lied the best. Teenagers were found to lie the most, but college-age and young adults between the 18 and 29 years old were the most skilled at it. "People lie for a range of reasons," says Dr. Joanne May, director of outpatient behavior services at Advocate Illinois Masonic Medical Center in Chicago. "They might lie when they are kids to get what they want. Adolescents may lie to protect themselves or avoid punishment. And adults may lie to look good, gain financially or socially, or avoid negative consequences." Results showed that on average participants told two lies a day, but the frequency of lies peaked in the teen years at 2.8 lies daily and then declined as participants entered their adult years, dropping as the participants matured in age. Meanwhile, participants were asked to answer certain yes or no questions with an obvious answer. For instance, "Can pigs fly?" or "Is the grass green?" Then they measured how long it took participants to answer. "Typically, people are slower and make more errors when lying, and this was taken as an index of the difficulty of lying," said coauthor Bruno Verschuere in a news release. Researchers think that because teens and young adult's prefrontal cortex of their brain hasn't fully matured, they have the ability to suppress the truth instantly without stumbling or pausing.  
<https://www.ahchealthnews.com/2015/09/25/at-what-age-are-you-most-likely-to-lie/>
5. Lying is an intrinsic part of human behavior, woven into the fabric of our daily interactions. It ranges from small, seemingly harmless fibs to more elaborate and deceitful fabrications. At its core, lying involves presenting false information with the intent to deceive. This act of deception can be as simple as exaggerating a story to make it more interesting or as complex as falsifying documents for personal gain. Understanding the nature of lies requires acknowledging that they are not always malicious; sometimes, lies are told for self-preservation or to protect the feelings of others. The act of lying can be traced back to early childhood. Psychologists suggest that children begin to lie as soon as they develop the cognitive ability to distinguish between truth and falsehood. This usually happens around the age of three when children start to understand the concept of other people's beliefs and perspectives. Hence, lying can be considered a milestone in cognitive development. As children grow, their reasons for lying evolve, often influenced by their environment and the behaviors they observe in adults. Lies are also a reflection of social norms and expectations. In many cultures, social interactions are often laced with small lies or polite deceptions, which are considered acceptable or even necessary to maintain harmony. For instance, complimenting someone's cooking even when you didn't enjoy the meal is a common social lie intended to avoid hurting their feelings. Thus, lying is deeply embedded in the social fabric, serving various functions from maintaining relationships to self-enhancement. The reasons behind why people lie are multifaceted and deeply rooted in human psychology. One of the primary motivations for lying is self-preservation. From a young age, individuals learn that lying can be a mechanism to avoid punishment or negative consequences. This survival instinct prompts people to fabricate or distort the truth to protect themselves from harm, be it physical, emotional, or social. Another significant psychological reason for lying is the desire for social acceptance and approval. Humans are inherently social creatures, and the need to belong is a powerful driver of behavior. To fit in or be liked, individuals may lie about their interests, achievements, or experiences. This type of lying is often seen in social settings where the pressure to conform to group norms or impress others is high. By presenting a more favorable version of themselves, individuals hope to gain approval and strengthen social bonds. In some cases, lying is driven by deep-seated psychological issues such as low self-esteem or feelings of inadequacy. People who struggle with these issues may lie to enhance their self-image or to create a sense of control over their lives. For instance, someone with low self-esteem might

exaggerate their successes or fabricate stories of personal triumphs to feel more valued and respected by others. This type of lying can become a habitual coping mechanism, further entrenching feelings of inadequacy and leading to a cycle of deceit. Lies can be categorized into different types based on their intent and impact. White lies are generally considered to be minor and harmless. These are the small fibs that people tell to avoid hurting someone's feelings or to navigate social situations smoothly. For example, telling a friend that you love their new haircut when you don't actually like it is a classic white lie. The primary intention behind white lies is to maintain social harmony and to be considerate of others' emotions. In contrast, deceptive lies are more significant and often carry greater consequences. These lies are told with the intent to deliberately mislead or manipulate others for personal gain. Deceptive lies can range from cheating on a test to committing fraud. The impact of these lies can be far-reaching, affecting not only the liar but also those who are deceived. Deceptive lies can erode trust, damage relationships, and even lead to legal repercussions. It is also important to consider lies of omission, where crucial information is deliberately left out to create a false impression. This type of lying can be just as damaging as outright falsehoods. By withholding the truth, individuals can manipulate situations to their advantage while technically avoiding telling a direct lie. Lies of omission can create a false sense of security or trust, which can be shattered when the full truth eventually comes to light. Culture plays a significant role in shaping attitudes toward lying and what is considered acceptable deception. Different cultures have varying norms and values that influence the perception and practice of lying. For instance, in some collectivist cultures, maintaining group harmony and avoiding conflict can justify certain types of lies. In these cultures, white lies may be more prevalent and socially acceptable as they serve the greater good of the community. Conversely, in individualistic cultures that emphasize personal integrity and honesty, lying may be viewed more negatively. The cultural context determines not only the frequency and types of lies told but also the moral judgment associated with lying. For example, Western cultures often value directness and transparency, making deceptive lies more socially condemned. However, even in these cultures, white lies are often tolerated to preserve politeness and social niceties. Furthermore, cultural differences can also affect how lies are detected and interpreted. Non-verbal cues, such as body language and facial expressions, play a crucial role in lie detection. These cues can vary significantly across cultures, making it challenging to accurately interpret whether someone is lying. Understanding these cultural nuances is essential for effective cross-cultural communication and for navigating the complex landscape of truth and deception. Emotions are a powerful driving force behind why people lie. Fear is one of the primary emotions that can lead to lying. The fear of punishment, rejection, or negative consequences can prompt individuals to distort the truth. This fear-induced lying is often a defensive mechanism aimed at self-protection. For instance, a child might lie about breaking a vase to avoid getting scolded by their parents. Another emotion that plays a significant role in lying is guilt. Paradoxically, people sometimes lie to avoid feeling guilty or to alleviate existing guilt. For example, someone may lie about their whereabouts to avoid admitting they were somewhere they shouldn't have been. By lying, they try to escape the guilt associated with their actions. However, this can create a vicious cycle, as the act of lying itself can generate further guilt, leading to more lies. Empathy can also influence lying behavior. People with a high degree of empathy may lie to protect others from harm or discomfort. This is often the case with white lies, where the primary goal is to spare someone's feelings. For example, lying about liking a friend's cooking to avoid hurting their feelings is driven by empathy. Understanding the emotional motivations behind lying provides insight into the complex interplay between our feelings and our propensity to deceive. Lies can have a profound impact on relationships, whether they are personal, professional, or social. Trust is the foundation of any healthy relationship, and lying can severely undermine this trust. When lies are discovered, it can lead to feelings of betrayal and resentment. The breach of trust can be challenging to repair and may result in long-term damage to the relationship. The consequences of lying can be significant, both on a personal and societal level. On a personal level, lying can lead to feelings of guilt, shame, and anxiety. The fear of being caught can create a constant state of stress, affecting mental health and overall well-being. Chronic lying can also lead to a distorted self-image, where the individual struggles to distinguish between their true self and the persona they have created through lies. Societal consequences of lying are equally profound. Trust is a fundamental component of social cohesion, and widespread

lying can erode this trust. In extreme cases, systemic lying can lead to corruption, injustice, and the breakdown of social institutions. For example, when public officials lie, it can undermine confidence in government and lead to political instability. Similarly, false information in the media can distort public perception and influence societal attitudes and behaviors. The ripple effects of lying can extend to various aspects of society, including the legal system, healthcare, and education. In the legal system, perjury and false testimony can lead to wrongful convictions or acquittals, compromising justice. In healthcare, patients who lie about their symptoms or medical history can receive inappropriate treatment, affecting their health outcomes. In education, academic dishonesty undermines the integrity of the learning process and devalues academic achievements. Addressing the consequences of lying requires a concerted effort to promote honesty and accountability at all levels of society

[.https://www.pstherapyny.com/blog/the-psychology-behind-lying-and-the-lies-we-tell](https://www.pstherapyny.com/blog/the-psychology-behind-lying-and-the-lies-we-tell)

6. Decision making, which precedes the implementation level, is the mental process influenced by presumption, values, principles, beliefs of the decision-maker themselves. Each decision-making process results in final choices which might end in a certain procedure that may or may not be taken to solve a problem or to settle things for the organization. Men and women have different ways to deal with problems, studies show. When it comes to stress, it helps women to get more focused. And speaking of confidence, women only need self-contemplation to reach the right decisions and take strong ones. Despite the common misconceptions, women's Leadership role in decision-making is no less significant than the role of men. Sometimes women can make better decisions than men because of the difference between making or taking the decisions. As women take decisions, they adopt the decision-making approach, get assured of the decision validity, and analyze the pros and cons before taking any. On the other hand, men can take faster but less analyzed decisions; driven by their reactions to the surrounding circumstances. What raises questions is first the real gap that occurs after decision taking, second, women's decisions tend to be skeptical but men's ones are widely accepted, third men's claim fame as smart decision-makers. Though it is anticipated that women can prove themselves much more over and over again. The high representation of women in leadership positions was raised in 2019. What's more, in 2022 women will be involved in taking decisions through high-ranking positions and given the right to prove their decisions by giving them huge confidence and enough space to take their own right decisions and assess the results. We must say that having men and women together to make decisions broadens the perspectives, boosts creativity, diversifies talents and efficiencies, reduces conflicts, and improves the process of decision making. It also represents different minds in the organization. Besides, the organization's image is enhanced under gender-balanced leadership, as recent studies show, collective decisions making can have fewer cons than strict individual ones. Women's leadership contributes to the benefits of diversity, due to the ability of women to deal with difficult interpersonal relationships, pay others more attention, tend to avoid conflicts and find solutions, exchange opinions with others easily, exert bigger efforts to reach agreements, observe and give feedback intensively. In sum, involving women as a fundamental decision-maker alongside men is one of the best decisions to be taken first. Then you can improve your decision-making skills to be the best decision-maker through joining certain training courses. Leadership training courses in London are helpful as well. <https://www.lpcentre.com/articles/male-vs-female-in-decision-making-who-is-better>
7. Research consistently shows that men tend to lie more frequently than women. In various experimental settings, particularly those involving deception games, men not only outperformed women in the number of lies told but also demonstrated a higher success rate in these lies. This behavior can be linked to a correlation between narcissistic traits and males' propensity to engage in deceptive behaviors. Interestingly, while men may lie more often, studies indicate that both genders exhibit similar abilities when it comes to detecting lies. No significant differences were found in disbelief levels between men and women, suggesting that the nature of deception doesn't impact lie detection with respect to gender. Statistical analyses of lying behavior affirm

these findings, painting a clear picture of the gender differences at play. About 60% of men admit to lying or cheating occasionally, with this frequency significantly higher compared to women's reports. Overall, the data underscores a noteworthy pattern in how gender influences lying behavior, with men typically leading in both the frequency and success of their deceitful acts. <https://www.mastermindbehavior.com/post/lying-statistics-facts#:~:text=Research%20consistently%20shows%20that%20men,success%20rate%20in%20these%20lies.>

8. Gender Equality Women and girls represent half of the world's population and, therefore, also half of its potential. Gender equality, besides being a fundamental human right, is essential to achieve peaceful societies, with full human potential and sustainable development. Human Rights Promoting respect for human rights is a core purpose of the United Nations and defines its identity as an organization for people around the world. Member States have mandated the Secretary-General and the UN System to help them achieve the standards set out in the UN Charter and the Universal Declaration of Human Rights. International Law and Justice The UN continues to promote justice and international law across its three pillars of work: international peace and security, economic and social progress and development, and respect for human rights and fundamental freedoms. Mental Health and Wellbeing Mental health is increasingly recognized as a universal human right and an essential foundation of human development. Yet across the world, millions remain without access to the support they need, hindered by stigma, discrimination, and structural barriers that prevent care. Youth As youth are increasingly demanding more just, equitable and progressive opportunities and solutions in their societies, the need to address the multifaceted challenges faced by young people (such as access to education, health, employment and gender equality) have become more pressing than ever. <https://www.un.org/en/global-issues>
9. Judgment involves making rational and logical choices, and analytically evaluating ideas, opinions, and facts. To use a term that originally came from outside the character field: it is critical thinking, weighing the evidence fairly, thinking things through, and examining the evidence from all sides rather than jumping to conclusions. Judgment also involves being open-minded and able to change one's mind in the light of evidence, remaining open to other arguments and perspectives. It should be clear at this point that judgment is a core "strength of the head" — it's a very thinking-oriented character strength. The strength of judgment is a corrective strength in that it counteracts faulty thinking, such as favoring your current views or favoring ideas that are considered the dominant view, and therefore giving less attention to the less-dominant view. It is the willingness to search actively for evidence against your favored beliefs, plans or goals and to weigh all of the evidence fairly when it is available. <https://www.viacharacter.org/character-strengths/judgment-critical-thinking#:~:text=In%20psychology%2C%20judgment%20is%20considered,than%20impulse%20or%20social%20pressure.>
10. There's the type when we treat others differently solely because of their mental health, singling them out as different, strange or someone to avoid. There's also the type where we turn that judgement on ourselves, leading to feelings of shame and low self-esteem, among other things. Judging someone can have similar effects to other forms of discrimination. People describe feeling isolated, ashamed, misunderstood, criticised and demeaned. Judging can also result in people being less likely to talk about what they're going through and ask for the help they need. Despite attitudes about sexuality, ethnicity and similar issues improving, discrimination against people with mental health problems is still widespread. 7 in 10 young people who have experienced a mental health problem say they have been discriminated against by friends. <https://www.time-to-change.org.uk/about-us/our-campaigns/challenging-stigma-young-people/imp-act-judgement#:~:text=Judging%20someone%20can%20have%20similar,for%20the%20help%20they%20need.>
11. In modern society, the ability to exercise good judgment is highly valued. People who can make sound decisions are considered reliable and trustworthy, and their opinions are often sought after by others. Having good judgment can also lead to greater success in life, as it allows individuals

to identify and seize opportunities, avoid negative consequences, and make wise choices that align with their goals and values. In contrast, poor judgment can have serious consequences, both for individuals and society as a whole. Poor judgment can lead to bad decisions that result in harm to oneself and others, as well as missed opportunities and failure to achieve one's goals. Additionally, poor judgment can lead to unethical behaviour, dishonesty, and other negative outcomes that can undermine one's character and reputation. Therefore, the development of good judgment is a critical aspect of personal growth and development, and it is a skill that can be honed through deliberate practice and training. **In conclusion**, good judgment is a critical character strength that can be developed and improved over time. By practicing critical thinking, seeking out different perspectives, reflecting on past decisions, cultivating self-awareness, practicing decision-making, learning from others, seeking feedback, developing a decision-making framework, practicing ethical decision-making, and embracing uncertainty, individuals can develop the skills and characteristics of good judgment and make well-informed, thoughtful decisions that align with their values and principles.

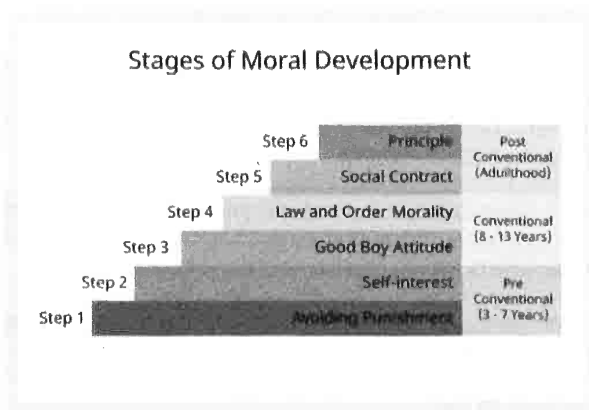
<https://accesssbt.co.uk/positive-psychology-coaching-judgement-as-a-character-strength/#:~:text=Having%20good%20judgment%20can%20also, and%20society%20as%20a%20whole.>

12. A "good" person often has certain habits or characteristics that reflect their efforts to be a considerate individual who avoids harming others. While, again, these can vary from person to person and culture to culture, a few general examples of these traits can include the following.
- Empathy** The **empathy definition in psychology** is the ability to emotionally understand another person's feelings by imagining yourself in their position. An empathetic person tends to be able to express an understanding of how others feel and treat them accordingly. **Honesty** An individual who wants to be a good person might also strive to be honest with themselves and others. **Dishonesty** can damage trust between two people and potentially lead to distance or conflict within a relationship. **Fairness** Someone who practices the principle of fairness might aim to be aware of their biases and avoid letting those negatively affect others. This could manifest as a belief in justice or equality, for example. **Responsibility** Responsibility or accountability for one's actions is also considered by many to be a sign of a good person. It usually involves an effort to make decisions that aren't harmful to others and to take ownership of them if they are. **Why being a good person matters** One's motivation for being "good" can vary widely. Research suggests that altruism—or the act of showing selfless concern for the well-being of others—is a uniquely human trait, of which there are many examples:
- Volunteering
  - Donating
  - Helping strangers
  - Providing emotional support for others
  - Mentoring
  - Acts of kindness

<https://www.betterhelp.com/advice/how-to/how-to-be-a-good-person-and-why-it-matters/>

13. The concept of being a good person has puzzled philosophers and psychologists for centuries, but modern research gives us some practical insights. Rather than being born inherently good or bad, we work on our moral character development through our choices, relationships, and responses to life's challenges. Here's something that might surprise you: being genuinely good and simply being "nice" are quite different things. This distinction often confuses people and can lead to people-pleasing behaviours that actually undermine authentic goodness. You might be wondering, "What's wrong with being nice?" Nothing, necessarily, but when niceness comes from fear rather than genuine care, it can create problems for everyone involved. Here's the key difference: nice people often act from fear of rejection, whilst good people act from genuine concern for everyone's wellbeing, including their own. This distinction matters because toxic positivity and people-pleasing can masquerade as goodness whilst actually preventing genuine connection and growth. **Wisdom and Knowledge**. This includes curiosity, love of learning, and good judgment. Good people remain open to new information and aren't afraid to say, "I don't

know" when they genuinely don't understand something. Courage. This encompasses bravery, honesty, and perseverance. We're not talking about dramatic heroics here; everyday courage might look like speaking up when someone's being treated unfairly or having an honest conversation about a relationship issue. Humanity. This shows up through love, kindness, and emotional intelligence. Good people actively care about others' wellbeing and can connect authentically, even when it's complicated. Justice. This includes fairness, leadership, and teamwork. Good people consider the broader impact of their actions on their communities and try to contribute positively to the groups they're part of. Temperance. This is demonstrated through self-regulation, prudence, and humility. It's about managing emotions and impulses in healthy ways, not about being perfect or emotionless. Transcendence. This is expressed through gratitude, hope, and spirituality. Good people can see beyond their immediate circumstances and connect to something larger than themselves, whether that's family, community, nature, or spiritual beliefs. You don't need to excel in every area to be considered a good person. Most people have particular strengths whilst working to develop others, and that's completely normal. <https://therapy-central.com/2025/07/21/what-makes-good-person-psychology-guide/>



How do kids develop a sense of right and wrong? Have you ever wondered why some people stand up for what's right while others struggle to make good choices? Psychologist Lawrence Kohlberg had the same questions, leading him to develop a theory of moral development that focuses on how children develop morality and ethical reasoning. This theory suggests that moral development occurs in six stages and that moral logic primarily focuses on seeking and maintaining justice.

The early stages focused on obeying authority, while later stages centered more on relationships and social order. In the final stages, people base moral decisions on social contracts, individual rights, and universal principles.

Moral development is the process by which people develop the distinction between right and wrong (morality) and engage in reasoning between the two (moral reasoning).

How do people develop morality? This question has fascinated parents, religious leaders, and philosophers for ages, but moral development has also become a hot-button issue in psychology and education.<sup>1</sup> Do parental or societal influences play a more significant role in moral development? Do all kids develop morality in similar ways?

American psychologist Lawrence Kohlberg developed one of the best-known theories exploring some of these basic questions.<sup>2</sup>

Botes V, Niekerk RV. *The sociocultural influences in Lawrence Kohlberg's life: A psychobiography.* *Int Rev Psychiatry.* 2024;36(1-2):143-152. doi:10.1080/09540261.2023.2254381  
 His work modified and expanded upon Jean Piaget's previous work but was more centered on explaining how children develop moral reasoning.

Kohlberg extended Piaget's theory, proposing that moral development is a continual process that occurs throughout the lifespan. Kohlberg's theory outlines six stages of moral development within three different levels.

Kohlberg based his theory on a series of moral dilemmas presented to his study subjects. Participants were also interviewed to determine the reasoning behind their judgments in each scenario.<sup>4</sup>

One example was "Heinz Steals the Drug." In this scenario, a woman has cancer and her doctors believe only one drug might save her. This drug had been discovered by a local pharmacist and he was able to make it for \$200 per dose and sell it for \$2,000 per dose. The woman's husband, Heinz, could only raise \$1,000 to buy the drug.

He tried to negotiate with the pharmacist for a lower price or to be extended credit to pay for it over time. But the pharmacist refused to sell it for any less or to accept partial payments. Rebuffed, Heinz instead broke into the pharmacy and stole the drug to save his wife. Kohlberg asked, "Should the husband have done that?"

<https://www.verywellmind.com/kohlbergs-theory-of-moral-development-2795071>

At stage one, we make moral judgments based on obedience and punishment. Finn's sense of good and bad is directly linked to whether he gets punished or not. Finn sees what is happening to his friend and wants to help. He doesn't, however, because he is afraid the teacher may punish him if he gets caught fighting. He asks himself, how can I avoid punishment?

At stage two, we are motivated by self-interest. Mary decides to intervene and help Tom. She knows that she might get punished, but she also knows that she could become a victim herself, someday. If she helps Tom now, he might help her in the future. She is asking herself: What's in it for me?

At stage three, interpersonal accord and conformity guide our moral judgments. Betty sees the fight and wants to intervene, but when she realizes that all the others are just watching, she decides not to get involved. She wants others to see that she is a good girl, who is conforming with the ethics of the community. She asks herself: What do others think of me?

At stage four, we value authority and want to maintain social-order. When the teacher sees the group fighting, he immediately steps in and shouts: "Stop, fighting at school is forbidden!". He feels that, above all, it is important to follow the rules, otherwise chaos breaks out and that it is his duty to uphold the rules that sustain a functioning society. The teacher at that moment asks himself: How can I maintain law and order?

At stage five, we understand rules as a social contract as opposed to a strict order. Jessy, who watches from afar, is not sure how she feels about this. To her, rules make sense only if they serve the right purpose. Obviously, the school rules prohibit fighting, but maybe Tom deserves to finally learn his lesson. Just yesterday he punched a young girl from grade one. She asks herself: Does a rule truly serve all members of the community?

At stage six, we are guided by universal ethical principles. All those involved now have to face the headmaster. He first explains the school rules, and why they exist. He then clarifies that rules are valid only if they are grounded in justice. The commitment to justice carries with it an obligation to disobey unjust rules. The headmaster's highest moral principle is compassion. He believes that all people should learn to understand each other's viewpoints and that they don't feel alone with their feelings. He asks: What are the abstract ethical principles that serve my understandings of justice?

At the pre-conventional level, Finn is driven by fear and Mary by self-interest. Both judge what is right or wrong by the direct consequences they expect for themselves, and not by social norms. This form of reasoning is common among children.

At the conventional level, Betty responds to peer pressure, and the teacher follows the rules. Their morality is centered around what society regards as right. At this level, the fairness of rules is seldom questioned. It is common to think like this during adolescence and adulthood.

At the post-conventional level, Jessy knows that things are complicated because individuals may disobey rules inconsistent with their own morality. The headmaster follows a universal ethical idea, at complete disconnect with what society thinks or the rules say. To him everything is solved through compassion. The right behavior in his opinion, is therefore never a means to an end, but always an end in itself. Not every person reaches this level.

<https://sproutsschools.com/kohlbergs-6-stages-of-moral-development/>

the pressure to conform to fit and be accepted when peer pressured is usually why people feel for th. not only does it prevent uncomfortable situations, people naturally look for cues to know what is and isn't acceptable.

people who have low confidence, followers, new to a group, unsure of themselves, or has never been peer pressured are more likely to be peer pressured—though it is nature.

teens are especially responsive to peer influence. Their brains undergo changes that make them highly attuned to social situations, though, the reward system becomes sensitive too.

the reward system is a brain circuit that causes feelings of pleasure.

teens are just learning how to navigate the social world. understanding other people's values and being influenced by them is important to socialize. being influenced by clothes or music can help teach teens learn to fit in and make friends.

"research shows that even just having another peer around can change the reward response in the brain and also the risk-taking tendencies of teenagers"

people who are sensitive to feeling included/excluded or social signals can be easier to influence.

quality of friendships matter more than quantity. higher quality friendships often lead to higher life satisfaction and better mental health.

peers- friends, people of age or close to it who have experiences with similar interests. makes decisions together and influence one another's choices/behaviours. this is often positive.

becoming more independent creates higher reliability on peers. more activities apart from home makes you around peers more than family. may feel connected to peers like they are close family.

natural for people to compare themselves to peers to consider how they want to be. influenced by peers because the need to fit in.

its comforting to face challenges with peers, though many adults may speak down on it.

examples of peer positive influence:

- friendship
- positive examples
- feedback and advice
- socializing
- encouragement
- new experiments

but sometimes, stresses come from peers by pressuring you to do things you aren't ready for. ex. sex, drugs, etc.

peer pressure may be uneasy to identify, signals can be sent out without saying anything at all. to do what others are doing may be hard to resist, whether it is something harmful or not.

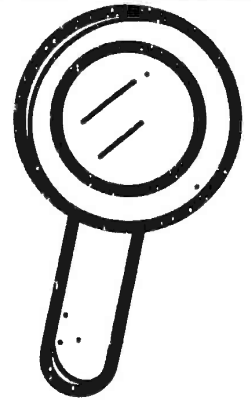
## research order

1. how often people may lie 4, 5, 11
2. about judgements/how we make them 3, 2, 9, 10, 11
3. the comparison between boy vs. girl 6, 7
4. peer pressure influence on judgements
5. Kohlberg's theory
6. what this may mean/conclude for results



YOUR

# Variables



Write the variables of your experiment and explain each one.

## Controlled variable

1. Ask the same questions in the same way to everyone, the mood of when tests are taken, the age group of the people who take it

2. ~~The mood of person, the age group of participants, the group of people who sees it (class)~~

## Independent variable

1. The setting of the test taken

2. ~~The mood of the person, (Karpis, Zevony, and that one)~~

## Dependent variable

1. The shift in answers: if more honesty is observed through settings or if majority had their answers stay the same

2. ~~how people react to the grumpy person, if people acted upon their words~~





- 1: the survey experiment
- 2: the social experiment

Survey variables:

a test with complex questions that people will answer. the first test will be taken in a 1-on-1 setting to rise emotions, then the same test in a group setting to lower tensions. i will see how answers changed depending on tensions (seeing if people were honest).

independent: the location of where the test is taken

independent variable means a part of the project that is changed. in this case, i want to change the location where the test is taken to lower tensions and see if answers changes. therefore, my independent variable is the location of the test when given.

dependent: the shift of answers: whether more honesty is shown based on where the location is taken

the dependent variable is the result of the independent variable, also known as what is observed. with the locations change, i want to see a shift in answers. therefore, the change in answers is my dependent variable.

controlled: the age group of participants (13-14), ask the same questions, ask the same way, the mood of test/settings

when a variable stays the same throughout the whole test, it is the controlled variable. this helps maintain accuracy in data results. i must keep all of the listed the same in order to get accurate data results. if one of these things were to become independent, it would flaw my data results.

social experiment variables.

this is a test that was created related to one of the survey questions. i will get an actor to act glum to see how people around them act. then, i will compare this to the survey answers. i will see if their actions align with their words (the honesty in actions).

independent: the mood of this actor

this actor must be someone who portrays themselves as happy. so when they act sad, their shift in emotions will get some reactions from people. they will then use their judgement to decide what to do.

dependent: how people react to the actor

because of the sudden change of emotion, the people around the actor may wonder what happened. then, people will react and do whatever their judgement wants them to do. with this, i can see if the survey answers aligned with their actions.

controlled: the age group of participants, the group who receives the test, the mood of actor (throughout that day)

these things have to stay the same in order to accurately record my data. the people who receive this treatment must be the same people who took the survey. i can then accurately match answers to actions. if i do this, age of participants have to stay the same. different age groups react differently to different things, and this mood must stay consistent for this day, not for all time.

3. Form a hypothesis. Make sure your hypothesis includes all of the elements below this box.

if i make people take two tests in two different settings to see  
whether people would lie to me, <sup>depending on the area</sup> then take a question <sup>from the survey</sup> and turn it  
into real life to see whether people act upon their words, <sup>(the results from the survey)</sup> i  
can see if people have honest judgement and how it impacts society



ANSWER THE FOLLOWING QUESTIONS TO HELP YOU FORM A HYPOTHESIS.

- Is your hypothesis specific and testable?
- Does it include the relevant variables?
- Does it include the predicted outcome?
- Does it include the specific group being studied?
- Is your hypothesis phrased in 1 of the 3 possible ways?
  - If... then
  - Correlation / effect
  - Comparison

YOU CAN USE THE PREVIOUS PAGES TO READ ABOUT VARIABLES AGAIN.



# DEFINITIONS

|                       |   |
|-----------------------|---|
| Controlled experiment | a scientific test that are done under controlled conditions, meaning that a few factors are changed at a time |
| Control group         | a group that is separated because the independent group cannot affect the outcome/ results                    |
| Repetition            | performing the test or experiment over and over again for consistency   |

4. Test your hypothesis. Use the the box to draw or write things that will help you design your experiment.

1: 1-on-1 survey in a private setting

- private setting
- 1-on-1
- stressed situation
- small area
- recording
- high emotions

1.5: same survey in public setting

- multiple people
- less tension
- people engaging
- more honesty?

2: social situation

- relaxed
- happy/ confident
- constant reaction
- someone always present



hypothesis: a prediction prior to the test

a better hypothesis: if i have people take a complex survey in two different settings, then create a social situation related to a survey question, i can see if people act upon their words, but also test whether people show honest judgement and how it impacts our society:

- specific and testable?
- relevant variables?
- predicted outcome?
- specific group being studied
- phrased correct?

(edit this for final copy of hypothesis)

(1)

survey pt. 1 (both classes, 1-on-1) → survey pt. 2 (both classes, group setting) → collect data (change in answers, honesty rates)

(2)

social situation (ex from survey, someone said) → collect data (people reactions)

compare data 1 → understand how it shows honesty (how people showed honesty in 1, how peoples words related to actions, survey → int)

how results may be shown/affect in society (critical thinking, use research parts)

project statement:

1. - what is going on real world ↗
3. - why i chose to study (caused by this)
2. - the importance of the topic / addressing it

for mine, main ideas are:

- youth
- youth running our future society
- the authenticity of our society
- why i wanted to study this



maybe get candy or something to encourage people to take the test?

## survey questions

needs:

- complex questions
- a question that can turn into irl
- questions that can differ in answers under pressure and without
- 5-10 questions
- open answers, ~~and~~ multiple choice

for 1-on-1 interviews:

- tell them their confidentiality rights (no personal information that can id them will be shared)
- make sure parents consent
- tell them it will be recorded but deleted once data is extracted
- the right to opt out at any time (data will not be used)
- mention that age, etc will be recorded (things that cannot id)
- no info will be shared unless it's to Mrs. van den Eyden

\* all of this will be restated for online test

also for 1-on-1:

- ask for name, age, homeroom
- ask for parent form (if not already collected)
- state confidentiality rights
- mention ~~the~~ the recording part (and all rules about that)
- say its both multiple / open answers / questions
- have note sheets prepared
- mention length of survey (8-10 questions)
- ask how they feel before test?

↑  
5 multiple  
5 open-answer

to test honesty of answers:

compare answers to 1-on-1 and online  
see how much has changed  
see the honesty from first to 2nd test

notice how environment may  
have affected answers

(i might change the order of questions)

(always ask why they picked either option)

(goal is to ask questions they may answer performatively to see how many people choose to or not)

multiple multiple questions:

1. in a scenario where you had to pick between the baby or birthgiver, one dies, one lives, who are you picking?

→  
baby or  
birthgiver

- in a male-dominated class it is interesting to see who will be honest about that to a woman right there
- answers may change when environment changes (don't to online)

2. do you think that societal rules must be in place to run a society?

- answers: yes / depends / maybe / no
- explain some societal roles we have now to further elaborate
- follow up: ~~if you could change~~ do you think that our society would be healthier this way?

3. are you against or with abortions?

→  
yes / no /  
depends  
with or  
against

- see if people will be honest to a woman's face (male-dominated)
- answer may vary depending on environment
- if answers drastically change, people were dishonest

4. a convicted murderer (1st degree) is facing a life-threatening situation, you can go and prevent it if you go help them. seeing their past, should / will you help them?

→  
yes or  
no

- see if people are forgiving / have empathy

5. you are driving a train, but you see that there is 5 middle-classed civilians on one track, while there is a single member of royalty on the other. who would you save?

→  
5 people or  
royalty

- tests people's belief of hierarchy importance
- tests how people sees value amongst two different people

→  
2 and 5  
can be  
compared

→  
1 and 3  
can be  
compared

(always ask why)

open-answer questions:

✓ answer may change  
to seem like a good  
person

1. you see someone who is distressed, whether it is someone close to you or not. ~~do you~~ would you help this individual?

- tests if selective empathy is shown
- how status may affect their actions

2. in canada, a common criticism ~~is~~ talked about on the internet is the immigrants, causing higher housing, population increase, higher taxes, etc. what is your take on our immigration statistics in canada?

- a question that can change an environment to not look racist
- can also show critical thinking skills (finding solutions)
- can show whether people like/dislike diversity in our society

3. do you believe that helping third-world countries is important to maintain our economic system, or do you think that we would be better off freeing the people in third-world countries from a weaker/underprivileged society?

- first option can be seen as more evil, so people would lie about that to my face.
- shows which system they believe is better, the one supporting themselves, or the one supporting others

4. you have the power to stop one global issue. but as a pay-back, you have to increase another global issue by 50%. what would you pick to decrease/increase and why?

- shows what global issues is important/unimportant to them and why
- can see if what ~~they~~ they picked affects them ~~and~~ or not
- sees if they care more about themselves or others
- people may lie about their picks to seem as a good person, but may fold/show their real colours under less pressure

5. do you think you treat people different because of their differences to you (or the standards of society)?

- may say no to look good, but in reality, we technically all do
- this is a bold thing to admit, esp to (for example) me, so it can really test how honest someone is in these tough scenarios

1. in a scenario where you have to pick between the baby or birthgiver, who would you pick?
2. do you think that societal roles must be in place to run a society?
3. are you pro-life or pro-choice?
4. a convicted murderer of 1st degree is facing a life-threatening situation. you have the power to stop it. would you help them even knowing their past?
5. you are driving a train, but you see 5 middle-class civilians on 1 side, while there is a king on the other. who would you save?
6. you see someone who is distressed, whether it is someone close to you or not, would you help them?
7. in canada, a common issue that canadians express is the amounts of immigrants we have. as a result it has caused population, housing, etc to go up. but, immigrants has also dealt with a lot of racism. knowing what you did before and now, what is your take?
8. do you think it is important to have 3rd world countries to maintain our economic system or do you think it is best to free those people from underprivileged societies?
9. you have the power to stop 1 global issue as a whole, but as a result, you have to increase another by 50%. what do you increase/decrease?
10. do you think you treat people different because of their differences to you or societal standards?



surveys!

start: tuesday end: thursday

where: closet thingy?

procedure:

- gather all forms
- get 1st person down to room
- interview
- proceed again

notes:

- start in alphabetical order
- ms. lee's class first
- ask student to bring the other
- prepare rewards
- grab lots of papers

2019!

start: Tuesday  
end: Thursday

where: class thing?

procedure:

- get all forms
- get person down to room
- interview
- process again

notes:

- start in alphabetical order
- we've 2 class first
- get student to bring the other
- prepare records
- group lots of papers

# Plan

→ closet : tues - thurs  
 start : lee's  
 total : 22 of new

grab people myself  
 have papers prepared

cla 20 mins, tues - thurs  
 10:15 - 10:30 / (tues)  
 health? thurs health call ✓  
 ms lee's classes?  
 wednesday lunch ✓  
 social tuesday ✓  
 options?  
 music? (thurs) ✓ (stay in to interview both)  
 last 30 of math (tues)  
 gym? ✓

\*have a list of  
 students participation  
 completed  
 bring candy  
 side it

this could  
 extend to  
 Friday!!

## schedule:

tues:  
 cla 20 min  
~~the~~ snack recess  
 social  
 math 30 min

wed:  
 cla 20 min  
 wed lunch  
 gym  
 options

thurs:  
 20 min cla  
 health  
 options  
 gym  
 music

~~scribble~~  
~~scribble~~

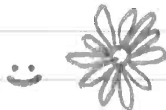
expecting:



tues: 9:15 8:35 y  
cla 8:15 - 8:45 (first 20 m)  
math: 9:15 - 10:15 (last 30 m) 9:35  
snack recess 10:15 - 10:45 (all)  
social 10:45 - 11:45 (all)  
rest of day: no more total: 3hrs

wed:  
math 8:15 - 9:15 (not at all)  
cla: 9:15 - 9:45 (first 20) 9:35  
gym: 9:45 - 10:15 (all)  
snack - sci (not at all)  
lunch: 11:45 - 12:25 (all)  
aft: 12:25 - 12:5 (all)  
rest: not at all total: 2.5hrs

thurs:  
cla 8:15 - 9:15 (first 20) 8:35  
math: not at all  
breaks: not at all  
rest: yes  
30 music + pet health 1hr + 1hr health  
total: 2hr 30m



Sci Fair  
plan-out ☺



# science fair online test

when: thursday, feb 5



all the kids who  
didn't participate



all the kids  
who did

\* everyone could  
go back to regular  
classes once everyone  
is done the survey



once everyone is  
done, going outside  
all together is an  
option?

ideally, this would take place during the last 2 health periods on thursday (1:25 - 2:25)

\* not the one before lunch cuz i have to go :-

what would happen:

in lee's:

take all the kids who didn't participate and either:

- give them free time
- work period
- fun period (kahoots?)

in van den eynden's:

take all the kids who participated and:

- give them the survey to complete (in groups of whoever)
- afterward (once completed):
- same options as lee's options



## experiment procedure

1. create a survey of 10 multiple-choice/open-book questions
2. plan location of 1-on-1 surveys
3. confirm with a teacher
4. hand out consent forms to students
5. proceed with 1-on-1 surveys a week after handing out
6. create the same test but online
7. find a time/location to gather and survey all students
8. confirm with teachers
9. conduct the survey again with the group all together



# Collect your DATA



Perform your experiment carefully. Don't forget to record your data.

| Date | Observations                      | Possible errors   |
|------|-----------------------------------|---|
|      | surveys took longer than expected | <ul style="list-style-type: none"> <li>-time consuming</li> <li>-1-on-1 surveys extended longer than it should've.</li> </ul> |

| Date | Observations   | Possible errors  |
|------|--|--|
|      | hard to convince people to participate even with rewards | <ul style="list-style-type: none"> <li>-could be age group</li> <li>-not a lot of parent involvement</li> <li>-lack of participant</li> <li>-31 people out of 62?</li> </ul> |

| Date | Observations        | Possible errors  |
|------|---------------------|--|
|      | rewards stolen from | <ul style="list-style-type: none"> <li>-if sub didnt buy it back, online part would've been pushed back</li> </ul> |



| Date | Observations                                      | Possible errors                               |
|------|---|---|
|      | participants absent during online / 1-on-1 survey | -affected time(s) taken, setting, orders, etc |

| Date | Observations                   | Possible errors   |
|------|--------------------------------|---|
|      | people not taking it seriously | -affected answers and data results<br>-difficult for me to manage |

| Date | Observations              | Possible errors   |
|------|---------------------------|---|
|      | location of 1-on-1 survey | -people could come in at any moment<br>-harder to keep secluded / quiet |

| Date | Observations   | Possible errors                   |
|------|--|-----------------------------------|
|      | some people who filled out 1-on-1 didn't fill out online | -affected data results (31 to 29) |



| Date | Observations                       | Possible errors                       |
|------|------------------------------------|---------------------------------------|
|      | lack of girls / poor gender ratios | - difficult to record data for gender |

| Date | Observations   | Possible errors  |
|------|--|--|
|      | not observing individual body languages during the online survey | - may affect how accurately confidence changed in different settings between individuals |

| Date | Observations                      | Possible errors   |
|------|-----------------------------------|---|
|      | my relationship with participants | - could've affected the way they answered (whether they upheld an image or not) |

| Date | Observations  | Possible errors   |
|------|---|---|
|      | no way of honestly knowing if answers are accurate unless it is put to the test through actions | - action testing is unethical<br>- data results may show inaccurate |



## observations (1-on-1)

confident traits: III

not confident traits: IIII

emotions / actions noticed (for everyone):

- calm
- looking away
- took time to think
- less explanations
- less nervous
- nice
- almost left right away
- some eye contact
- sometimes didn't think through
- distant
- slouching
- thoughtful
- strong opinions
- shifted away
- thorough
- short answers
- not responsive
- not clear
- became quieter at end
- good reasonings
- forced away
- struggled to answer
- nervous
- quick to respond
- looked to captain
- asked to skip questions
- forgetting
- seemed surprised through initial recordings
- quiet
- no eye contact
- confident
- faced forward
- sometimes confident
- tense
- distracted
- not a lot of explanations
- impatient
- uninterested
- worried about answers
- enthusiastic

what can be deducted:

- more nervous attributes were noticed
- most likely deducting more people were nervous than confident
- nervous people are more likely to change their answers/opinions the second time around
- non-confident people can be influenced easier
- some people had a mix of confidence/non confidence
- these people may continue to have the same answers but only if they did further research on their opinions

confident or not in 1-on-1's

- girls

- boys

confident

not confident

what can be deducted:

- out of all people, participants tended to show confidence 34% of the time
- the other 65% of the time, people showed less confidence
- 4 out of 11 girls showed confidence when answering, that is 36% amount of times a girl were to show confidence
- 6 out of 18 boys were likely to show confidence, that is 33% amount of times a boy were to show confidence
- girls were more likely to show confidence when answering

these results can depend because:

- i am a woman, women feel more comfortable around one another
- boys were worried what a woman may think of them
- i am not buddy-buddy with the boys compared to the girls

## observations (online)

some arguing amongst friends  
seems much more comfortable  
seemed to forget questions/what they mean  
some in groups, some alone  
debating, a lot of it  
some people go based of what they said

- group of girls discussing the baby and mother scenario, saying what they believe ~~argu~~ saying I can't believe you think.
- group of boys discussing the murderer scenario and how he is a murderer why would you save them.



how to record data:

1st section: 1-on-1's

1. determine how many people shared confidence / non confidence and make a prediction ✓

2. percentages of all student answers

3. percentages of boy vs girl answers

create data wheels

2nd section: online

1. percentages of new answer results

2. how many people changed answers

3. where people changed their answers

4. boy vs girls on authenticity

create data wheels

total of: 6 data wheels

O = online  
I = in person

2I and 1O should be compared

3I and 4O should be compared

1I is data that must be explained in both I and O

2O and 3O should be its own idea(s)

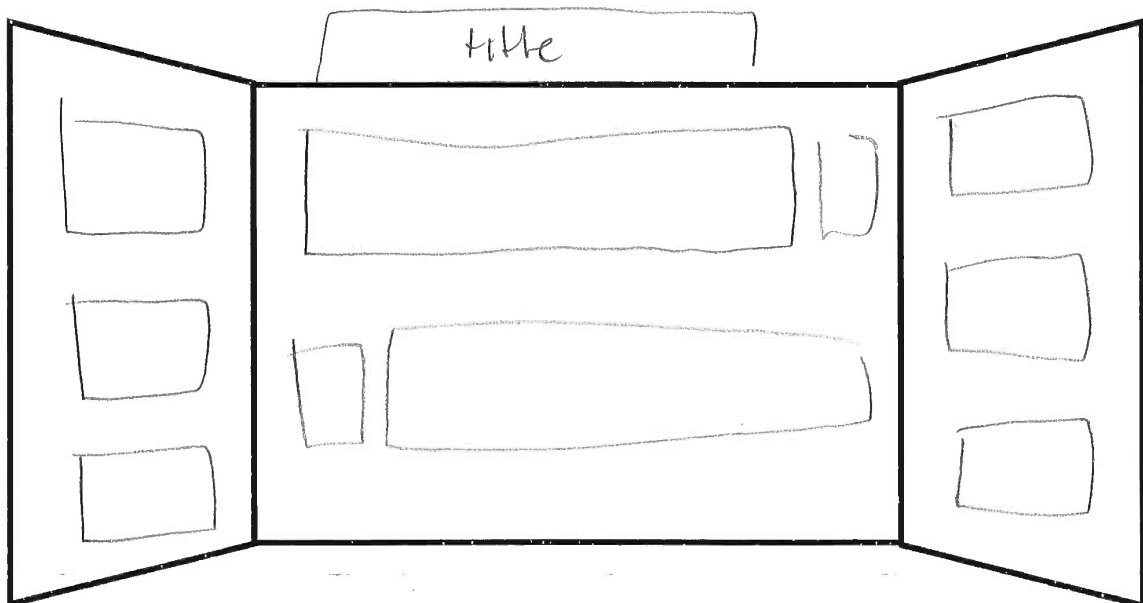


## 6. Draw conclusions.

What did you learn from the experiment? Was your hypothesis correct? What questions do you have now?

- people changed answers 2nd time  $c_7$
- peer pressure shown through explanations
- boys changed answers most
- girls mainly stayed the same
- boys never agreed on an answer
- girls all answered same on ~~8~~ both times
- majority showed authenticity, though it was close (44 to 55)

Use the space below to design your display board.





18 boys 11 girls 29 total

## 5. Analyze your data.

Use the space below to make rough charts or graphs that represent your data. Does your data fit your hypothesis? Why or why not?

You can also use this space to compare your data to others' researches.

1-on-1:

1. baby: 24% students overall, 33% boys, 9% girls

mom: 75% <sup>all students</sup> overall, 65% <sup>out of boys</sup> boys, 90% <sup>out of girls</sup> girls

2. yes: 20% students overall, 27% boys, 9% girls

no: 79% overall, 72% boy, 90% girls

3. life: 13% overall, 22% boys, 0% girls

choice: 86% overall, 77% boys, 100% girls

4. yes: 79% overall, 72% boys, 90% girls

no: 20% overall, 27% boys, 9% girls

5. Eng: 10% overall, 11% boys, 9% girls

people: 89% overall, 88% boys, 90% girls

online:

1. baby: 13% overall, 16% boys, 4% girls

mom: 86% overall, 83% boys, 90% girls

2. yes: 41% overall, 50% boys, 27% girls

no: 58% overall, 50% boys, 72% girls

3. life: 10% overall, 16% boys, 0% girls

choice: 89% overall, 88% boys, 100% girls

4. yes: 93% overall, 95% boys, 90% girls

no: 6% overall, 5% boys, 9% girls

5. Eng: 17% overall, 16% boys, 18% girls

people: 82% overall, 83% boys, 81% girls

