

# The Psychology Teacher's Resource Guide:

*Standards-Based Lesson Plans,  
Electronic Resources, and  
Assessment Tools for  
New and Experienced  
Teachers of Psychology*

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# Preface

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“Tell me, I’ll forget; Show me, I’ll remember; Involve me, I’ll understand.” This wise Chinese proverb reflects what should be the goal of educators – to provide opportunities for student engagement throughout the learning process. As teachers of psychology, we know that if students only experience information superficially, they may not encode it. Without encoding, there is no storage. Without storage, there is no opportunity for retrieval. If students can’t recall the essence of what is being taught, there will be no opportunity for working with the information at a deeper and more meaningful level. Thus one means to the goal of student understanding is to provide them with opportunities for engagement and involvement in their learning.

The activities provided in this resource guide are organized by the National Standards for High School Psychology. An alignment of these standards to the AP\* Psychology standards and Indiana’s Academic Standards for Psychology is provided as a reference in the next section. With an emphasis on providing students with a standards-based education, many teachers must provide administrators with detailed lesson plans indicating which standards they are addressing and what their specific objectives are on any given day. This guide is organized with an introductory page before each lesson, containing the specific *Standards* (National, AP\* and State) being addressed, the *Objective* of the lesson, the *Procedures* to be used, and a list of the necessary *Preparations* the teacher needs to make in advance of the lesson. This introductory page is followed by necessary handouts and in many cases, suggestions for grading.

Introductory Psychology teachers have a wide-variety of choices when it comes to reference materials. The lessons in this resource were designed to adapt easily to any textbook or online resource you may use with your students, and each of these lessons has been used with success to enhance either the introductory Psychology or AP\* Psychology curriculum in my own classroom. Using these suggestions as a guide, teachers will find that their students are engaged with the material beyond the book. Many of these activities encourage students to “think outside the book” and interact with online material, primary sources, and individuals whose work relates to the field of psychology. Students will have opportunities when they are encouraged to work individually and many occasions to collaborate with others when appropriate. The lessons are ideal for differentiating instruction so that all students’ learning needs are met consistently while also meeting the curriculum standards.

It is my hope that these lesson ideas will inspire others to involve their students in their learning, as opposed to simply telling them or showing them what they need to know. I also hope this will inspire others to network and share their ideas when they develop an engaging activity. Teaching should not be an isolated activity kept behind closed doors. We are all doing great things in our classrooms! Wouldn’t it be wonderful if all of our students could reap the benefits of our collective efforts? With this, I would like to thank the many professional educators who have contributed over the years to the Indiana High School Psychology Teachers Association, for whom this reference guide has been created, and its founder, Dr. Drew Appleby, to whom I dedicate this collection of work. Without your guidance, encouragement, and dedication as my mentor, none of this would have been possible. Thank you!

# Alignment of standards

*This document aligns the National Standards for High School Psychology (2011), the AP\* Psychology Standards (2013), and Indiana’s Academic Standards for Psychology (2014).*

<u>National Standards for H.S. Psychology</u>	<u>AP* Psychology Standards</u>	<u>Indiana’s Academic Standards for Psychology</u>
Scientific Inquiry Domain	I. History and Approaches II. Research Methods	1: The Scientific Method
Biopsychology Domain	III. Biological Bases of Behavior IV. Sensation and Perception V. States of Consciousness	6: Biological Bases of Behavior
Development and Learning Domain	IX. Developmental Psychology VI. Learning VII. Cognition	2: Development
Sociocultural Context Domain	XIV. Social Psychology	5: Social-Cultural Dimensions of Behavior
Cognition Domain	VII. Cognition XI. Testing & Individual Differences	3: Cognition
Individual Variations Domain	XI. Testing and Individual Differences VIII. Motivation and Emotion X. Personality XII. Abnormal Behavior	4: Personality, Assessment and Mental Health
Applications of Psychological Science	I. History and Approaches XIII. Treatment of Abnormal Behavior VIII. Motivation and Emotion	4: Personality, Assessment and Mental Health
Vocational Applications	I. History and Approaches	Addressed within each standard (above)

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# LESSON 1 “Forefathers and Foremothers”

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## STANDARDS:

National Standards for High School Psychology (2011):

SCIENTIFIC INQUIRY DOMAIN

AP® Psychology Standards (2013):

I. History and Approaches

Indiana Academic Standards for Psychology (2014):

Standard 1: History and Scientific Method

## OBJECTIVE:

Students will identify the early men and women who helped psychology emerge as a scientific discipline and examine the contributions they made to the field of study.

## PROCEDURE:

Make 12 copies of the script and a class set of the “Forefathers and Foremothers of Psychology” chart.

Recruit student volunteers to act out the roles of the characters. You might provide them with a copy at the class before they will be asked to perform so they can familiarize themselves with the lines.

During the performance, audience members (the rest of the class) will work individually to summarize the influence of each historical figure on the evolution of psychology as a science. At the conclusion of the performance, students will work in small groups to compare their charts and help one another complete any information they may have missed. Audience members will also share their answers with the cast members who were performing the skit. They will have the opportunity to ask cast members for clarification, as needed, since they will still have their scripts.

## CHARACTERS INCLUDE:

Interviewer	Socrates	Plato	Aristotle
Renee Descartes	Francis Bacon	John Locke	Wilhelm Wundt
Edward Titchener	William James	Mary Calkins	Margaret Floy Washburn

## HANDOUTS/PREPARATION:

Scripts (12 copies)

“Forefathers and Foremothers” chart (class set)

# “Forefathers and Foremothers”

**Interviewer:** Hello, and welcome to our show! Today’s topic is “The Forefathers and Foremothers of Psychology.” We are starting today with a look at the roots of psychology. Early philosophers grappled with some of the same questions people still have today. Please join me in welcoming the infamous Socrates (*APPLAUSE*), his trusty student Plato (*APPLAUSE*), and the rebel who followed, Aristotle (*APPLAUSE*). Thank you, gentlemen, for joining us.

**Socrates, Plato, Aristotle:** You’re welcome!

**Interviewer:** We’ll start today with Socrates. So, ... it was quite some time ago that you began asking some very deep questions about the mind and body.

**Socrates:** Yes. One of my favorite pastimes was sitting under a tree and just pondering the meaning of existence.

**Interviewer:** And what conclusions did you come to?

**Socrates:** It is my belief that the mind and the body are two, distinct components of humanity. When you die, it’s my belief, speaking as someone who’s died, that your mind will go on thinking, even without a body.

**Plato:** Sir, that’s a great thought. Let me write that down.

**Interviewer:** Plato, is that what you do? Just go around writing down whatever Socrates says?

**Plato:** Oh, absolutely. Socrates is the wisest man who ever lived. He’s a great stone cutter, statue carver, and has many talents... but his mind is so incredible! He just lets his students sit around and listen to him explore all of these fascinating ideas! I definitely agree that the mind and body are separate. Also, what Socrates says about intelligence is also interesting.

**Interviewer:** And what is that?

**Socrates:** It is my belief that knowledge, many ideas, are actually present in our minds when we are born. I am sure that some knowledge preexists before we are even out of our mothers’ wombs!

**Interviewer:** Very interesting concept. Where would a student go if he or she wanted to learn more about these ideas?

**Plato:** Well, actually Aristotle was one of my students at the school I founded... “Plato’s Academy.” Unlike Plato’s Closet, where I hear you can get a great price on a gently used toga, Plato’s Academy is a first-rate educational community where we love to read the work of the great thinkers such as my teacher, Socrates.

**Aristotle:** Alternatively, because I have so many philosophical differences with Socrates and Plato, you could come to my school, the Lyceum.

**Interviewer:** So how, exactly, do your ideas differ with those of your teacher, Plato?

**Aristotle:** In some very fundamental ways. First of all, I don’t believe that the mind and body are separate. I believe that when you die, that’s it. Your mind won’t go on thinking. Your body and your mind are united. When it’s over, sorry kid, it’s over!

**Interviewer:** That is a very big difference. Any others?

**Aristotle:** Absolutely. I also disagree with their idea that you are born with ideas. In my opinion, your mind is a blank slate on which experience writes.

**Interviewer:** That sounds quite possible, as well. Gentlemen, it's been a pleasure speaking to you and hearing the differences in your perspectives. In just a moment, we'll hear from some famous European scientists who continued in the pursuit of answering questions about our thoughts and minds. So next to our stage, we'd like to invite Rene (*ra-NAY*) Descartes (*day-CART*) (*APPLAUSE*), along with Francis Bacon (*APPLAUSE*), and John Locke (*APPLAUSE*).

**Rene Descartes:** (*In a French Accent*) Bon Jour!

**Interviewer:** Welcome, gentlemen. Let's start with you, Rene. What are your areas of interest?

**RD:** Well, I am a scientist by trade. I dabble in philosophy, enjoy dissecting animals, and love long walks on the beach.

**Interviewer:** I see... well, today we are discussing the different perspectives on human nature that brought about the early field of psychology.

**RD:** Well, I can tell you from a scientist's perspective that there are many "animal spirits." They exist in the cavities of the brain in the form of fluid. And in my opinion, these animal spirits will continue to exist even after the body ceases to breathe.

**Interviewer:** Aahhhh... So you believe with our earlier guests, Socrates and Plato.

**RD:** Oh, Absolutely! They were incredible thinkers of their time. Aristotle had it all wrong. He should have listened to his teachers instead of going off and starting his own school.

**Interviewer:** I see why you would say that. Now, Francis Bacon, you also practice science for a living.

**Francis Bacon:** Indeed. I feel like experimentation, experience, and common sense are the keys to knowledge.

**Interviewer:** That sounds very logical, as well. And from your use of experimentation, experience, and common sense, what conclusions have you drawn about human beings?

**FB:** Well, I have always been fascinated by the human mind and its failings. For example, why is it that people read horoscopes? Do people actually still believe in that bogus, hocus pocus!?

**Interviewer:** Actually, yes. Nearly 500 years after you did your work, the public still is able to read daily horoscopes and can even have their palms read if they're interested in their future.

**FB:** Hog wash! They are nothing but deluded believers! Things need evidence and proof. There is no proof to substantiate claims of superstition. It's all unscientific malarkey!

**Interviewer:** You're very passionate about this.



**FB:** Yes, I believe science is where we learn the truth and the reasons for things.

**Interviewer:** Well, you're not alone. Also with us today is Mr. John Locke. Welcome, Mr. Locke.

**John Locke:** Thank you.

**Interviewer:** Mr. Locke, could you tell us about the essay you wrote on human understanding?

**JL:** Of course. In my *Essay Concerning Human Understanding* I argue that the mind is like "white paper." Experience is the author, which writes upon this paper, and it is through experience that we come to know the things we know.

**Interviewer:** That sounds very much like one of our earlier guests.

**JL:** Yes, Actually Aristotle and I are on the same page about this. Socrates and Plato had it all wrong when they suggested that people could be born with ideas. This is completely unfounded. In fact, I believe that all are created equal at birth. I believe in the United States, you say something similar to this in your own Declaration of Independence?

**Interviewer:** That is correct. So if all are born with a blank slate, you could argue that all men are created equal.

**JL:** Exactly. It goes back to the idea of empiricism, which is to say that knowledge originates from experience, and therefore, we should rely on observations and experiences as we seek to understand humanity.

**Interviewer:** Interesting point Mr. Locke. Well, I'd like to thank our guests for taking time out of their busy schedules to come see us today. Next, we have some individuals who helped to merge the ideas of these early philosophers and early scientists into a new and interesting field called Psychology!!! Please give a warm welcome to: (\*pronounced VIL-helm VOONT) Wilhelm Wundt (APPLAUSE), his student Edward Bradford Titchener (APPLAUSE), William James (APPLAUSE), his student Ms. Mary Calkins (APPLAUSE), and finally Ms. Margaret Floy Washburn.

Let's start with you Mr. Wundt (VOONT). What would you say was your greatest accomplishment?

**WILHELM WUNDT:** (with German accent) Great question, great question. I love a great question. I would say, sir, that my greatest accomplishment would have been the psychology lab I set up in 1879 at the University of Leipzig in Germany.

**Interviewer:** And what was it, exactly, that you were studying?

**WW:** Glad you asked, glad you asked. Well, looking back now, this may seem very primitive, but I was simply studying reaction time. You see, psychology is the study of the human mind and behavior. Well, reaction time is a very simple human behavior to study.

**Interviewer:** So how did you set out to study reaction time?

**WW:** Wonderful ... wonderful... Well, I simply devised an apparatus that would measure a subject's reaction time after hearing a ball hit a platform. What they would do is press a telegraph key when they heard the noise, and my machine would determine how long their reaction would take.

**Interviewer:** So this small component of human behavior was your area of interest?

**WW:** Yes, yes. I called these small behaviors the “atoms of the mind” – the simplest mental processes. They were, indeed, the earliest scientific experiments on human behavior. It was in my lab that the merger of philosophy’s questions and the techniques of science came together into the field of psychology.

**Interviewer:** Incredible. And your student is here with us as well. Mr. Titchener, thank you for being here.

**Edward Bradford Titchener:** Oh, the pleasure is all mine. I’m proud to be here representing Cornell University. I’m on the staff there, having earned my Ph.D. back in 1892.

**Interviewer:** Congratulations, Mr. Titchener. And what is it that you added to the study of psychology, sir?

**EBT:** My quest was to engage people in looking inward at their own thought processes through a method called introspection. It would train people to examine their own thoughts and report them for examination. This is called structuralism

**Interviewer:** Could you give us an example of structuralism?

**EBT:** Certainly. Look at this table at which we are seated. What are the first thoughts that come to your mind as you look at this table?

**Interviewer:** Well, it’s a solid, it’s about waist-high, and it’s a darker color.

**EBT:** Excellent. These small thoughts are the structures that make up the ideas and concepts in your minds. That is the area of my interest.

**Interviewer:** Have you found any drawbacks as you’ve sought to explore these small structures of thought?

**EBT:** Actually, yes. We’ve found that this is a difficult area to study because many of our subjects are inarticulate. It is difficult to assess the elements of one’s thoughts if he or she is unable to express them in detail. Also, people can be error prone. For this reason, as well, the study of the structuralism is a difficult one.

**Interviewer:** Interesting reflection. Thank you Mr. Titchener. William James, as a philosopher and psychologist, what has been your area of interest.

**William James:** In my humble opinion, I don’t see the fruitfulness of studying the structures of thoughts. Instead, I think it is important to make the study of psychology functional. My philosophy is called *pragmatism*. That means that truth is found in the consequences of behavior. We need to look at the results of our behavior, and try to explore what encouraged our behavior in the first place. If we can do that, we may be able to help people in a more functional way.

**Interviewer:** That is what your approach to psychology is called, right? Functionalism?

**WJ:** Yes. The idea is to try to help people adapt, survive, and flourish, by focusing on behavior and mental processes, instead of simply looking at the structures of thought.

**Interviewer:** And where is it you taught?

**WJ:** Harvard. And one of my most famous students is seated here with us today.

**Interviewer:** Of course, Mary Calkins. Mr. James, you had quite a time when Ms. Calkins joined your class.

**WJ:** This is true. Over the objections of the president of Harvard, I allowed Mary to join my class I was teaching. It was a graduate-level seminar. She was very well qualified, but the male students were so unhappy that a female was admitted to the program, that they dropped the class.

**Interviewer:** So what happened, Ms. Calkins?

**Mary Calkins:** Well, Professor James agreed to continue teaching me, even though everyone else dropped out. I went on to fulfill all of the requirements for a Harvard PhD.

**Interviewer:** Congratulations, but, I didn't think your degree was from Harvard.

**MC:** You're right. In fact, Harvard would not award a woman a PhD, even though I had done all of the work to earn the degree... AND outscored the males on my qualifying exams. Instead, my consolation prize was a degree from Ratcliffe College, Harvard's sister school for women.

**Interview:** What a rough start in the profession. What were some of your later accomplishments?

**MC:** I went on to be the first female president of the American Psychology Association in 1905, and my primary area of interest was researching human memory.

**Interviewer:** It sounds like you were definitely a trailblazer for women in the field of psychology.

**MC:** It would seem so. Today women dominate the field of psychology. As a matter of fact, the first woman to actually receive a "real" Harvard psychology degree is with us today.

**Interview:** This is true. Let us give a warm welcome to Margaret Floy Washburn (APPLAUSE).

**Margaret Floy Washburn:** Thank you.

**Interviewer:** Margaret, what was your area of expertise as a psychologist?

**MW:** I was very interested in animal behavior. I helped to publish a journal, actually on the animal mind. I was also curious about the effects of music on behavior. I also was president of the APA, following in the footsteps of Mary Calkins. And Mr. Titchener was actually my advisor in college.

**Interviewer:** The connections among the group of you are quite fascinating. It's incredible to see how far the field of psychology has come since you brought this subject to life so many years ago.

# “Forefathers and foremothers” *Complete the chart as you watch the skit.*

Name: \_\_\_\_\_ Per: \_\_\_\_\_ Date: \_\_\_\_\_

Character	What was his/her philosophy or contribution to the evolution of psychology as a science?
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Socrates	
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Plato	
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Aristotle	
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Renee Descartes	
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Francis Bacon	
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John Locke	
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Wilhelm Wundt	
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Edward Titchener	
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William James	
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Mary Calkins	
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Margaret Floy Washburn	
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# LESSON 2 “Psychology in the news”

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## **STANDARDS:**

National Standards for High School Psychology (2011):

SCIENTIFIC INQUIRY DOMAIN

AP® Psychology Standards (2013):

II. Research Methods

Indiana Academic Standards for Psychology (2014):

Standard 1: History and Scientific Method

## **OBJECTIVE:**

Students will design an experiment and apply their knowledge of research variables as they analyze magazine articles that relate to the field of psychology.

## **PROCEDURE:**

Distribute magazines to students as well as copies of the “Psychology in the News” handout.

Go over the handout and answer any questions for clarification.

Allow students time to peruse the magazines for articles related to human behavior.

Students will complete their handout, and once everyone has finished, they may work in groups of 5-6 students to share their findings, or they may present these to the entire class, depending on the size of your group and the amount of time you have. This would also be an assignment that students could prepare at home and return to school the following day.

## **HANDOUTS/PREPARATION:**

Obtain recent issues of magazines, such as *Scientific American*, *Psychology Today*, or *Newsweek*. You may want to obtain enough for each student to have 2 or 3 magazines apiece.

Copy a class set of the “Psychology in the News” handout.

# **“Psychology in the news”** *In this activity, you will think critically about some of the issues a psychologist would consider when designing an experiment to examine human behavior.*

Name: \_\_\_\_\_ Per: \_\_\_\_\_ Date: \_\_\_\_\_

1. Begin by perusing the magazines you receive. What are some of the more interesting topics that relate to human behavior? – Include the name of the magazine and page numbers so you can return to the articles later. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Select one of the above as your focal topic, and list it here: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Using this article as a starting point, write a hypothesis that a researcher could examine in an experiment. Remember, a hypothesis isn't a question. It is a statement that a researcher will attempt to prove. The null hypothesis is the opposite of the hypothesis. Sometimes the researcher will actually prove the null hypothesis is what is true.  
\*Example Hypothesis: Exercise reduces stress.  
\*Example Null Hypothesis: Exercise does not reduce stress.  
\_\_\_\_\_  
\_\_\_\_\_
4. Operationally define your variables. For example, the independent variable in #3 is “exercise.” Exercise could be operationally defined in many ways. One example of an operational definition for exercise might be to run 1 mile in the morning before school. What is your Independent Variable? How would you operationally define it? What is your Dependent Variable? How would you operationally define it?  
Independent Variable: \_\_\_\_\_  
Operational Definition of the IV: \_\_\_\_\_  
\_\_\_\_\_  
Dependent Variable: \_\_\_\_\_  
Operational Definition of the DV: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. What ethical standard might a psychologist need to address if this study were to be conducted? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# LESSON 3 “Survey says...”

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## **STANDARDS:**

National Standards for High School Psychology (2011):

SCIENTIFIC INQUIRY DOMAIN

AP® Psychology Standards (2013):

II. Research Methods

Indiana Academic Standards for Psychology (2014):

Standard 1: History and Scientific Method

## **OBJECTIVE:**

Students will take, evaluate, and critique a variety of online surveys which seek to learn about human behaviors.

## **PROCEDURE:**

Distribute the “Survey Says...” handout, and after going over the instructions, answer any questions for clarification.

Students will complete a variety of online surveys and prepare a chart which will show their feedback on the various surveys they take.

Conduct a class discussion afterward to debrief students on what they found as examples of good surveys or surveys that need improvement. After their experience, ask them to come to conclusions about the pros and cons of using surveys to conduct research on human behavior.

## **HANDOUTS/PREPARATION:**

All students will need access to a computer, either bringing in their own device or in a computer lab.

Copy a class set of the “Survey Says...” handout. Alternatively, upload the instructions to your class website so students can have an electronic copy of the chart they will be completing.

## **“Survey says...”** *Analyze several examples of surveys that are used to learn about human behavior.*

Name: \_\_\_\_\_ Per: \_\_\_\_\_ Date: \_\_\_\_\_

Many companies and organizations use online surveys. Countless human behaviors are examined in such surveys, from music preference, to dating interests, to political perspectives ... The list goes on and on!

### **YOUR TASK:**

1. Go online and find samples of these surveys.
2. Use the chart to keep a running list of the topics of the different surveys you find and their URLs.
3. Complete a variety of surveys, and compile a list of what you learn about yourself from these surveys.
4. Critique the surveys: What was good about the survey? What suggestions would improve the surveys you found?

Are any of them REALLY good or REALLY flawed? Analyze questions for examples of wording effects. Did you detect bias from any particular questions? Provide examples of these as you find them.

Record your answers in a Word Document in the format that follows:

What was the survey topic? Cut and paste the URL	What did you learn about yourself from the survey?	What did you find good or helpful about the survey? Any suggestions for improvement?	Did you find any significant flaws or examples of wording effects that might bias one's answers?



# LESSON 4 “A fine design”

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## **STANDARDS:**

National Standards for High School Psychology (2011):

SCIENTIFIC INQUIRY DOMAIN

AP® Psychology Standards (2013):

II. Research Methods

Indiana Academic Standards for Psychology (2014):

Standard 1: History and Scientific Method

## **OBJECTIVE:**

Students will design an experiment to study human behavior and examine ethical issues which are important to consider in research design.

## **PROCEDURE:**

Students will consider possible topics for a research study. Next they will determine an appropriate sample size for their study. This would be an excellent opportunity to discuss statistical significance. One on-line source for more information on this topic is [http://www.surveystar.com/our\\_services/starstat.htm](http://www.surveystar.com/our_services/starstat.htm). Students will then design a step-by-step procedure for testing their hypothesis. Finally, students will analyze whether or not their experimental design has the potential of violating any ethical guidelines, and they will modify their study as needed.

## **HANDOUTS/PREPARATION:**

Prepare a class set of the “A Fine Design” handouts. Students may complete this exercise in class or as a homework exercise.

## **“A fine design”** *Follow the instructions below to design a psychological experiment.*

Name: \_\_\_\_\_ Per: \_\_\_\_\_ Date: \_\_\_\_\_

Determine a population of interest: There are numerous examples of groups one might have an interest in studying. What group(s) would you be interested in studying if you were a psychologist? To get your creative juices flowing, consider some of the following populations:

Different age groups; people with different life experiences; various levels of socio-economic status; specific groups of individuals who share a common trait – for instance 4 year olds who are reading at a 1<sup>st</sup> grade level; newly engaged couples of divorced parents; high school seniors in the bottom 20% of their class; freshmen in a college honors program; unwed, expectant mothers considering adoption; retirees from the military who served in Vietnam; widows who are new residents of a nursing home.

Behaviors of interest: There are numerous topics one may be interested in examining, depending on their population of interest. These might include: effects or levels of stress; effects or levels of anxiety; eating habits; anger/violence.

List two other topics of interest that might be possible or interesting to study with one or more of these groups?

1. \_\_\_\_\_
2. \_\_\_\_\_

Propose your experimental design below:

What group are you interested in studying (you may choose one of the suggestions above or create one of your own)? \_\_\_\_\_

How large should your sample be in order for your results to be statistically significant? \_\_\_\_\_

What is your topic of interest (you may choose one of the above or propose your own)? \_\_\_\_\_

Formulate a testable hypothesis that could be used for the basis of an experiment on your topic of interest: \_\_\_\_\_

Describe what your experimental group will do: \_\_\_\_\_

How will this differ from the control group? \_\_\_\_\_

Identify the operational definition of the independent variable: \_\_\_\_\_

Identify the operational definition of the dependent variable: \_\_\_\_\_

What is a possible confounding variable that could throw off the results of your study if it were not controlled for in your study? \_\_\_\_\_

What special materials would you need to run your study in reality? \_\_\_\_\_

How could the results of your study help people? \_\_\_\_\_

# LESSON 5 “Sudoku statistics”

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## **STANDARDS:**

National Standards for High School Psychology (2011):

SCIENTIFIC INQUIRY DOMAIN

AP® Psychology Standards (2013):

II. Research Methods

Indiana Academic Standards for Psychology (2014):

Standard 1: History and Scientific Method

## **OBJECTIVE:**

Students will calculate various statistics, including measures of central tendency and measures of variance.

## **PROCEDURE:**

Divide students into groups of 7 or 9 students. (It's best to have an odd number so they can identify a median score.)

Distribute the “Sudoku Statistics” handout. You may want to provide them with the packet the day before you plan to do the activity. They should complete the Sudoku puzzle at home and time how long it takes to complete the puzzle. They will compare their times in class the next day and complete the statistical calculations in the handout.

## **HANDOUTS/PREPARATION:**

Copy a class set of the “Sudoku Statistics” handout.

**“Sudoku statistics”** *Using your knowledge of measures of central tendency and measures of variation, answer the following questions using the data from your group. Use the back of the sheet to complete your calculations.*

Name: \_\_\_\_\_ Per: \_\_\_\_\_ Date: \_\_\_\_\_

Team Members: \_\_\_\_\_

Time yourself as you complete the Sudoku puzzle below.

6			1		8	2		3
	2			4			9	
8		3			5	4		
5		4	6		7			9
	3						5	
7			8		3	1		2
		1	7			9		6
	8			3			2	
3		2	9		4			5

How many seconds did it take you to complete the puzzle? \_\_\_\_\_ sec

Create a Frequency Distribution in the space below for the amount of time in seconds it took each of your members to complete the task:

What is the Mode of your times (above)? \_\_\_\_\_ Seconds      What is the Mean of your times (above)? \_\_\_\_\_ Seconds  
 What is the Median of your times (above)? \_\_\_\_\_ Seconds      What is the Range of your times (above)? \_\_\_\_\_ Seconds  
 What is the Standard Deviation of your times (above)? \_\_\_\_\_ Seconds

Do your scores reflect a Normal Distribution? Why or why not? \_\_\_\_\_

What Percentage of your scores fall within one Standard Deviation of the mean? \_\_\_\_\_ %

# LESSON #6 “The art of perception: Monocular depth cues”

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## **STANDARDS:**

National Standards for High School Psychology (2011):

BIOPSYCHOSOCIAL DOMAIN

AP® Psychology Standards (2013):

IV. Sensation and Perception

Indiana Academic Standards for Psychology (2014):

Standard 2: Biological Bases of Behavior

## **OBJECTIVE:**

Allow students to view examples of monocular depth cues and then apply their knowledge to a different work of art. As an application activity, students will create original examples of the depth cues in their own drawings.

## **PROCEDURE:**

Distribute the handout and review the instructions. Provide art materials if you want to extend the activity as described below in the Handouts/Preparation section of the lesson plan.

## **HANDOUTS/PREPARATION:**

Copy a class set of *The Art of Perception: Examples of Monocular Depth Cues*.

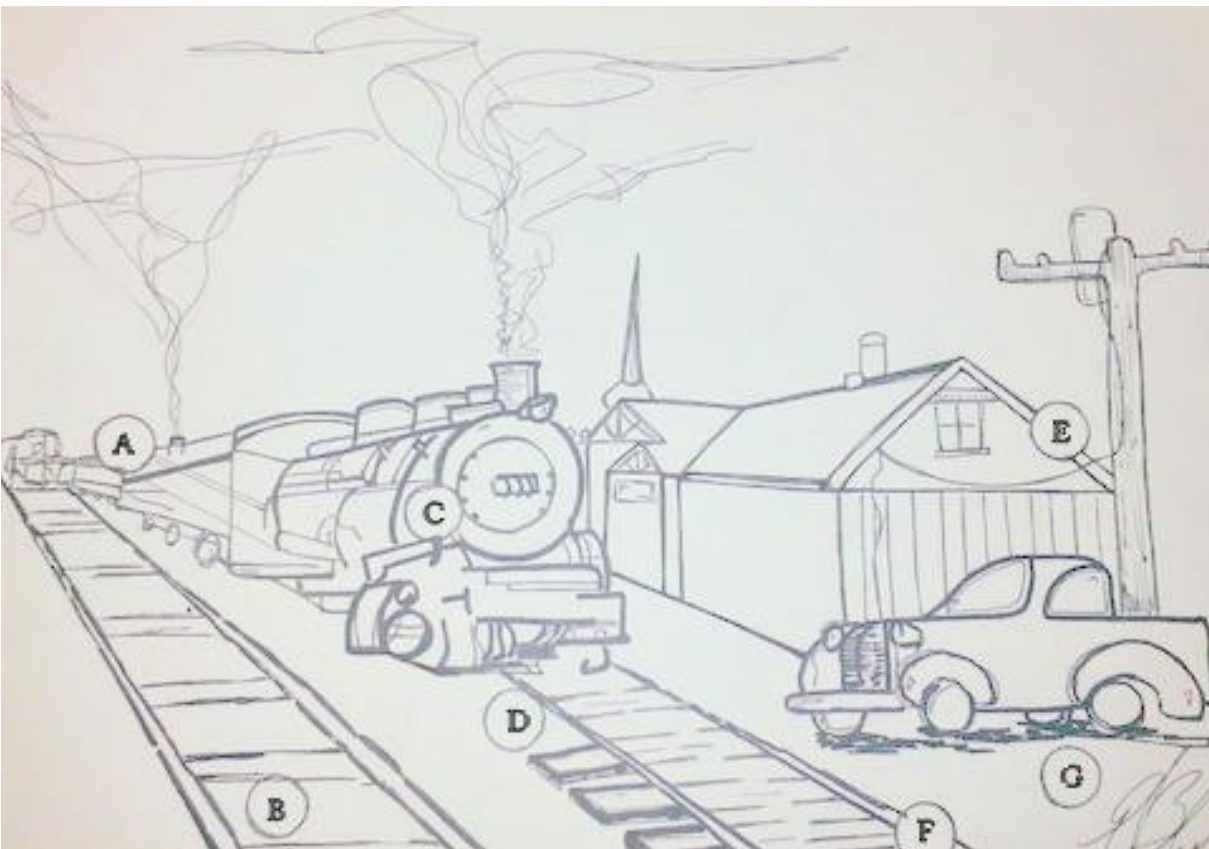
If time permits, you could extend this activity by creating an “art gallery” of student drawings that reflect the various depth cues. If you choose to do so, you may want to provide students with paper, colored pencils, or other various art supplies. Otherwise, students could use the back of their handouts to prepare their own examples.

# “The art of perception: Examples of monocular depth cues”

*Below you will find examples of 5 monocular depth cues that are pointed out in the first drawing. Next, go online the painting “A quiet evening,” by Robert Kincaid. Use the examples in your book and the examples below to identify where he used the same cues in his painting. On the back of this handout, create your own examples of these depth cues either in one drawing or multiple examples.*

Name: \_\_\_\_\_ Per: \_\_\_\_\_ Date: \_\_\_\_\_

- (A & C) Relative Size
- (B) Linear Perspective
- (D & F) Relative Height
- (E) Interposition
- (G) Light and Shadow



*Sketch used with permission, Evie Brooks, 2013.*

# LESSON #7 “Brain charades”

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## STANDARDS:

National Standards for High School Psychology (2011):

BIOPSYCHOLOGICAL DOMAIN

AP® Psychology Standards (2013):

III. Biological Bases of Behavior

Indiana Academic Standards for Psychology (2014):

Standard 2: Biological Bases of Behavior

## OBJECTIVE:

Review components of the nervous system and endocrine system through an interactive game of charades.

## PROCEDURE:

1. Copy the handout *Brain Charades*, and cut out the suggested charades. Add your own, if there are others that your students need to know. Put the names of the structures in a hat for students to select.
2. Go over the general rules of charades (sounds like, 1-syllable, 2-syllables, etc.) Add any other ground rules that you think would be appropriate. For example, you may want to tell them that they can't point to their heads to indicate where the structure is located. You may also want to set a time limit.
3. You may choose to have students act out the parts by themselves, but you may find that they are more at ease working with a partner or small group. Instruct them to act out the function of the structure of the brain they draw.
4. Before the game begins, you may want to go ahead and draw the name of their structure(s) out of the hat at the same time and collectively give the class time to prepare how they will “act out” their part.
5. Once you begin the game, have students come to the front of the room to present their charade.
6. You will also need to establish whether or not you're going to have students guess what they are trying to act out as individuals or as teams (i.e., one half of the room vs. the other, boys vs. girls, etc. and how you want them to “ring in”.)
7. \*Alternatively, you could divide students into smaller groups of 5 or 6 and have the groups play simultaneously in smaller groups, as opposed to an entire class playing together. This may increase student participation.

## HANDOUTS/PREPARATION:

One copy of the *Brain Charades* sheet. Add more or remove the ones that your students don't need to know.

Cut out the possible structures and place them into a hat.

Present the rules you wish your students to follow.

## “Brain charades”

<i>Cerebellum</i>	<i>Thalamus</i>	<i>Frontal Lobe</i>
<i>Temporal Lobe</i>	<i>Occipital Lobe</i>	<i>Parietal Lobe</i>
<i>Amygdala</i>	<i>Hypothalamus</i>	<i>Hippocampus</i>
<i>Corpus callosum</i>	<i>Reticular formation</i>	<i>Medulla</i>
<i>Brain Stem</i>	<i>Pons</i>	<i>Limbic System</i>
<i>Dopamine</i>	<i>Acetylcholine</i>	<i>Norepinephrine</i>
<i>Serotonin</i>	<i>GABA</i>	<i>Glutamate</i>
<i>Thyroid Gland</i>	<i>Adrenal Gland</i>	<i>Pituitary Gland</i>



# LESSON #8 “Brain surgery”

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## STANDARDS:

National Standards for High School Psychology (2011):

BIOPSYCHOLOGICAL DOMAIN

AP® Psychology Standards (2013):

III. Biological Bases of Behavior

Indiana Academic Standards for Psychology (2014):

Standard 2: Biological Bases of Behavior

## OBJECTIVE:

Locate and identify basic structures of the brain using food as a model.

The brain models created can be used for the game played in LESSON #9 – “Brain Freeze.”

## PROCEDURE:

Students will receive their handouts and proceed through an assembly line to pick up their supplies/“surgery kits”. Students will then follow the instructions provided to identify the locations of various structures of the brain.

The teacher will check the brain models and provide feedback to the groups upon the completion of the activity.

As mentioned in the objective, if the teacher is able to save the brain models (perhaps in a refrigerator), they could be used another day to play a review game. Additional brain structures are included in the review game. You can modify the model for this activity or the structures that are mentioned in the review game to correspond with your textbook or curriculum needs.

\*You may want to provide each group with a baggie to put their model in if you plan to reuse them.

## HANDOUTS/PREPARATION:

Create a class set of the *Brain Surgery* handout (2 sheets).

Either have student volunteers bring in the recommended food items or purchase the suggested items.

Prepare an assembly line for students to pick up their “surgery kit” supplies.

Each surgery kit should contain:

An orange

Newspaper to cover the work surface, paper towels or napkins

Plastic knives (or pre-cut pieces, according to the “surgery” directions)

16-20 toothpicks or 8-10 broken in half

Red, blue, yellow and green markers

1 inch piece of licorice, such as Twizzler

Gumdrops or jelly beans in assorted colors (suggestions include red, orange, yellow, green, purple, and white)

1 square, fruit chew candy, such as Starburst

Plastic baggies (optional) – see \*Procedure above

# "Brain surgery" – Part 1 – Team member responsibilities

Follow the instructions below to identify and locate various structures of the brain.

Group members' names: \_\_\_\_\_ Per: \_\_\_\_\_ Date: \_\_\_\_\_

## **The task:**

You're a member of an expert surgery team.  
You will follow the surgical procedures on the next page.  
Best of luck to you all!

***The Researcher(s):*** \_\_\_\_\_

Materials: Textbook  
Responsibilities: Obtain one copy of the text book. You are in charge of using the text book to help your team answer the questions.

***Reader/Recorder:*** \_\_\_\_\_

Materials: Surgery instructions and writing instrument  
Responsibilities: You will communicate the instructions to your team. (This person should be the team-member with the least doctor-like handwriting.) ☺ He/she records the team's findings on the worksheet.

***Surgical Nurse:*** \_\_\_\_\_

Materials: Surgical kit  
Responsibilities: As you listen to the reader, keep track of the supplies the surgeon will need during the surgery. Hand them over to him/her as needed. If your group is missing any materials, you are in charge of obtaining them from the assembly line.

***The Surgeon:*** \_\_\_\_\_

Materials: Orange, newspaper, paper towels, and items from the surgical kit which will be supplied by your nurse during the surgery.

# “Brain surgery” – Part 2 – Surgery procedures

Follow the instructions and answer the questions that are given.

Group members' names: \_\_\_\_\_ Per: \_\_\_\_\_ Date: \_\_\_\_\_

1. Peel the skull – I mean, orange – to reveal the brain. The peeling represents the **CEREBRAL CORTEX**. What is the cerebral cortex? \_\_\_\_\_
2. Separate the two hemispheres of the brain. Insert the strip of licorice where the **CORPUS CALLOSUM** would be located and attach it with a toothpick or pieces of a toothpick. What is the role of the corpus callosum? \_\_\_\_\_
3. Take a square fruit chew (such as a Starburst) and cut it into 2 triangles. With a toothpick, attach one triangle, point facing up, where the **PONS** is located. What is the function of the pons? \_\_\_\_\_
4. Take the other fruit chew triangle, and with a toothpick, attach it (pointing down) where the **MEDULLA** would be located. What is the function of the medulla? \_\_\_\_\_
5. Attach a green gumdrop or jelly bean for the **CEREBELLUM**. What is the function of the cerebellum? \_\_\_\_\_
6. Use markers to color your toothpicks as instructed within this section. Mark the **LOBES** on the outside of each hemisphere with the appropriately colored toothpicks.  
Mark the **TEMPORAL LOBES** on each hemisphere with blue-colored toothpicks. What is their function? \_\_\_\_\_  
Mark the **PARIETAL LOBES** on each hemisphere with red-colored toothpicks. What is their function? \_\_\_\_\_  
Mark the **OCCIPITAL LOBES** on each hemisphere with yellow-colored toothpicks. What is their function? \_\_\_\_\_  
Mark the **FRONTAL LOBES** on each hemisphere with green-colored toothpicks. What is their function? \_\_\_\_\_
7. Separate the hemispheres. Use a toothpick to attach a piece of the purple gumdrop or jelly bean to mark the location of the **HIPPOCAMPUS**. What is its role? \_\_\_\_\_
8. Use a toothpick to attach a piece of the red/pink gumdrop or jelly bean to mark the **AMYGDALA**. What is its function? \_\_\_\_\_
9. Use a toothpick to attach a piece of the yellow gumdrop or jelly bean to label the **HYPOTHALAMUS**. What is its role? \_\_\_\_\_
10. Use a toothpick to attach a piece of the orange gumdrop or jelly bean to label the **THALAMUS**. What is the function of the thalamus? \_\_\_\_\_

*After completing the activity, please bring the brain to me for examination.*

*When you finish, you may eat your brain leftovers... aaaahhhhh!!*

**BE SURE YOU CLEAN UP YOUR MESS!!**

# LESSON #9 “Brain freeze”

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## **STANDARDS:**

National Standards for High School Psychology (2011):

BIOPSYCHOLOGICAL DOMAIN

AP® Psychology Standards (2013):

III. Biological Bases of Behavior

Indiana Academic Standards for Psychology (2014):

Standard 2: Biological Bases of Behavior

## **OBJECTIVE:**

Using the 3-D models of the brain created in Lesson #8, or other brain models you may have, review the structures of the brain, including their locations and their functions. Not all of the brain structures in this game were identified in the brain model created in Lesson #8. However, the game can still be played using the models. The teacher can certainly add or remove items from either activity to suit their curriculum.

## **PROCEDURE:**

Return each group’s brain model created in Lesson #8 or distribute other models you may have.

Provide each group with a copy of the *Brain Freeze* review game instructions.

## **HANDOUTS/PREPARATION:**

One copy of the *Brain Freeze* review game instructions per group.

One copy of the brain structures sheet per group.

One pair of scissors (or pre-cut the list of structures for each group.)

1 brain model for each group – either the one they created in Lesson #8 or other models the teacher may have.

Each group needs a small cup or container.

# **“Brain freeze” – Part 1 – Rules of the game**

*Today with your 3-D brain models, you are going to play a review game.*

## ***Materials:***

- ❑ *3-D Model of the brain*
- ❑ *A list of brain structures*
- ❑ *A cup for the slips of paper which name the structures in the brain*

## ***Players (Round One):***

- ❑ *Player One: Game show host*
- ❑ *Player Two: Contestant*
- ❑ *Player Three: The Judge*

## ***Players (Round Two):***

- ❑ *Player Three: Game show host*
- ❑ *Player One: Contestant*
- ❑ *Player Two: The Judge*

## ***Players (Round One):***

- ❑ *Player Two: Game show host*
- ❑ *Player Three: Contestant*
- ❑ *Player One: The Judge*

## ***Rules of the Game:***

- ❑ **Player One** (The Host) will shuffle put the slips of paper containing the names of brain structures into the cup. They will shuffle through the slips of paper until **Player Two** (The Contestant) says, “Freeze”.
- ❑ **Player One** (Host) will draw out the slip of paper that he/she is touching at that time and read it to **Player Two** (Contestant) and set it to the side.
- ❑ **Player Two** (Contestant) will point to that structure on his/her model of the brain and must identify the function of that structure.
- ❑ **Player Three** (The Judge) will tell **Player Two** (Contestant) if the answer given is correct. If the correct function is given, **Player Two** (Contestant) receives 1 point. If the function is not correct, **Player One** (Host) receives 1 point.
- ❑ Ten slips of paper will be drawn out in Round One.
- ❑ In Round Two, return the slips of paper to the cup. **Player One** becomes the Contestant, **Player Two** becomes The Judge, and **Player Three** becomes The Host.
- ❑ Ten slip of paper will be drawn out in Round Two and the same rules from Round One apply.
- ❑ In Round Three, **Player One** becomes The Judge, **Player Two** becomes The Host, and **Player Three** becomes the Contestant.

***Whoever has the most points at the end of Round Three wins the game!***

## **“Brain freeze” – Part 2 – Brain structures**

*Cut out the assortment of brain structures below. Put the slips of paper into the cup to use during the review game.*

*Temporal Lobe*

*Frontal Lobe*

*Occipital Lobe*

*Parietal Lobe*

*Brianstem*

*Medulla*

*Reticular Formation*

*Thalamus*

*Cerebellum*

*Amygdala*

*Hypothalamus*

*Corpus Callosum*

*Broca’s Area*

*Wernicke’s Area*

*Angular Gyrus*

*Visual Cortex*

*Auditory Cortex*

*Pituitary Gland*

*Pons*

*Hippocampus*

# LESSON #10 “NeurotransMatcher”

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## **STANDARDS:**

National Standards for High School Psychology (2011):

BIOPSYCHOLOGICAL DOMAIN

AP® Psychology Standards (2013):

III. Biological Bases of Behavior

Indiana Academic Standards for Psychology (2014):

Standard 2: Biological Bases of Behavior

## **OBJECTIVE:**

Students will review the names of various neurotransmitters, as well as what might happen if a person has excess or lower levels of the neurotransmitters.

## **PROCEDURE:**

Situate students so they are sitting in pairs.

Distribute one handout to each pair. They will also need scissors, or you will need to cut materials in advance.

Establish how long the pairs will have to play, and watch the time.

Circulate throughout the room to answer any questions.

## **HANDOUTS/PREPARATION:**

One copy of the *NeurotransMatcher* handout per pair of students. (Cut out the charts if students will not have enough scissors to do it in class.)

## “NeurotransMatcher” *Test your memory of neurotransmitters by playing this matching game.*

**Instructions:** 2 players will compete to see who can match each neurotransmitter with its descriptions the fastest.

1. Cut out the pieces of the chart at the bottom. The chart at the top will be your “answer key”.
2. Turn the pieces face down and mix them up.
3. Player 1 will turn the pieces over to reveal the words and try to recreate the chart accurately.
4. Player 2 will keep track of the time for Player 1 and use the “answer key” to grade Player 1’s work.
5. In round 2, Players 1 and 2 will switch roles and repeat steps 3-4.
6. They will repeat the rounds until both have committed the chart to memory, or until time is up.

Acetylcholine	Enables muscle action, learning and memory	Production deteriorates with Alzheimer’s disease.
Dopamine	Influences movement, learning, attention and emotion	Excess activity is linked to schizophrenia. Low levels lead to the tremors and decreased mobility of Parkinson’s disease
Serotonin	Affects mood, hunger, sleep, and arousal	Undersupply is linked to depression. Prozac and some other antidepressant drugs raise the level of this neurotransmitter
Norepinephrine	Helps with alertness & arousal	Undersupply can depress mood
GABA	An inhibitory neurotransmitter	Undersupply linked to seizures, tremors and insomnia.
Glutamate	An excitatory neurotransmitter involved in memory	Oversupply can overstimulate the brain, producing migraines or seizures.

-----cut along this line-----

**Cut out each section of the following chart, and use it to play the NeurotransMatcher memory game.**

Acetylcholine	Enables muscle action, learning and memory	Production deteriorates with Alzheimer’s disease.
Dopamine	Influences movement, learning, attention and emotion	Excess activity is linked to schizophrenia. Low levels lead to the tremors and decreased mobility of Parkinson’s disease
Serotonin	Affects mood, hunger, sleep, and arousal	Undersupply is linked to depression. Prozac and some other antidepressant drugs raise the level of this neurotransmitter
Norepinephrine	Helps with alertness & arousal	Undersupply can depress mood
GABA	An inhibitory neurotransmitter	Undersupply linked to seizures, tremors and insomnia.
Glutamate	An excitatory neurotransmitter involved in memory	Oversupply can overstimulate the brain, producing migraines or seizures.



# LESSON #11 “Brainy mnemonics”

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## **STANDARDS:**

National Standards for High School Psychology (2011):

BIOPSYCHOLOGICAL DOMAIN

AP® Psychology Standards (2013):

III. Biological Bases of Behavior

Indiana Academic Standards for Psychology (2014):

Standard 2: Biological Bases of Behavior

## **OBJECTIVE:**

Develop mnemonic devices to assist students with the recall of various brain structures and their functions.

## **PROCEDURE:**

Distribute the *Brainy Mnemonics* handout to students. Each should get a sheet, but you may allow them to work in pairs or small groups. As individuals, pairs, or groups, they should record the function of each structure listed. Then they should come up with a mnemonic device to help them remember the function(s) of each. Once they have had sufficient time to work through the chart, students should have an opportunity to present their best mnemonics to the class. They should be encouraged to write down any mnemonic devices they think will help them remember the functions of each structure. If students have trouble coming up with their own mnemonic devices, a sample for each is included below the student worksheet.

## **HANDOUTS/PREPARATION:**

A class set of the *Brainy Mnemonics* handouts.

A teacher copy of the example sheet.

**“Brainy mnemonics”** *Record the function of each structure, then create a mnemonic device to help you remember the functions. You will be asked to share your best example(s) with the class.*

Name: \_\_\_\_\_ Per: \_\_\_\_\_ Date: \_\_\_\_\_

STRUCTURE	FUNCTION	MNEMONIC DEVICE
Thalamus		
Medulla		
Reticular Formation		
Cerebellum		
Amygdala		
Hippocampus		
Corpus Callosum		
Hypothalamus		
Frontal Lobe		
Temporal Lobe		
Parietal lobes		
Occipital Lobe		

**“Brainy mnemonics”** *These are samples of mnemonic devices that may help your students remember the functions of the various structures.*

STRUCTURE	FUNCTION	MNEMONIC DEVICE
Thalamus	Switchboard for sensory information	Thelma, the switchboard operator, directs incoming calls to the appropriate department
Medulla	Base of brainstem; controls heartbeat and breathing	Seeing Medusa caused their hearts to stop beating, and they could no longer breathe.
Reticular Formation	A nerve network in the brainstem that plays an important role in controlling arousal	Ret sounds like "net", and you can fall asleep in a net, such as a hammock. If someone flips you over, you awaken/ arouse.
Cerebellum	The “little brain” that processes sensory input and coordinates movement output and balance.	Little Sara ("cere"/Sara) was a ballerina (ballerina/"bellum") who shows poise and balance as she moves gracefully.
Amygdala	Almond-shaped cluster in limbic system; linked to emotion	Amy, the girl with the almond-shaped eyes, cries.
Hippocampus	Part of the limbic system linked to memory	You’d remember it if a hippo walked across campus!
Corpus Callosum	Axon fibers connecting the two cerebral hemispheres	Alliteration: Cutting the corpus callosum cuts communication
Hypothalamus	Controls maintenance functions such as eating, thirst, body temperature, and sexual behavior.	If you had hypothermia you’d be cold, hungry, thirsty, and need body heat! ☺
Frontal Lobe	Lies behind the forehead; involved in speaking and muscle movements, and making plans and judgments.	The leader of Follow the Leader is in front of the line. Everyone follows his/her moves, instructions and plans.
Temporal Lobe	Lies roughly above the ears, and includes auditory areas.	Temporal is by your temples near your ears.
Parietal lobes	Lies at the top of the head toward the rear; receives sensory input for touch and body position.	This is where someone would pat your head. Pat starts with P, and so does Parietal. You would feel it if someone patted your head, and that’s sensation.
Occipital Lobe	Lies at the back of the head; includes areas that receive information from the visual fields.	Ossip Optometry is the name of a local eye doctor's business, and Ossip and optical sounds like occipital. Also, if you fell and hit the back of your head, you’d see stars, and that’s vision.

# LESSON #12 “Read my mind”

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## **STANDARDS:**

National Standards for High School Psychology (2011):

BIOPSYCHOLOGICAL DOMAIN

AP® Psychology Standards (2013):

III. Biological Bases of Behavior

Indiana Academic Standards for Psychology (2014):

Standard 2: Biological Bases of Behavior

## **OBJECTIVE:**

Identify and sketch various imaging techniques that are used to study brain activity.

## **PROCEDURE:**

Students will go online to find various examples of brain imaging techniques. They will complete the chart with their findings.

## **HANDOUTS/PREPARATION:**

Each student will need a computer.

Each student will need a copy of the *Read My Mind* handout

**“Read my mind”** Go on line to research various techniques that can be used to examine and image the brain. Complete the following chart with the various brain scans that can be used to “read your mind.” Add additional boxes on the back of the sheet if you need more room.

Name: \_\_\_\_\_ Per: \_\_\_\_\_ Date: \_\_\_\_\_

## **Brain scans and imaging**

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Period: \_\_\_\_\_

Name of Scan/Imaging Technique	What activity is observed when performing the procedure?	Sketch an example of what the technician would view while performing the procedure?
Electroencephalogram (EEG)		

# LESSON # 13 “Nature vs. nurture: A story in pictures”

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## **STANDARDS:**

National Standards for High School Psychology (2011):

BIOPSYCHOLOGICAL DOMAIN

AP® Psychology Standards (2013):

III. Biological Bases of Behavior

Indiana Academic Standards for Psychology (2014):

Standard 2: Biological Bases of Behavior

## **OBJECTIVE:**

Compare the relative influences of nature and nurture on various human behaviors.

## **PROCEDURE:**

Discuss the interaction of nature and nurture.

Distribute instructions for the project and allow students time to prepare and then present their PowerPoints.

## **HANDOUTS/PREPARATION:**

Students will need a copy of the instructions as well as access to a computer lab.

# “Nature vs. nurture: A story in pictures”

Name: \_\_\_\_\_ Per: \_\_\_\_\_ Date: \_\_\_\_\_

Human traits are a product of both their **nature** (biology, heredity, genetics) and their **nurture** (surroundings, outside influences, environment, and nutrition.)

As a fun activity, for each trait listed below, consider yourself. What percentage of each trait is do you think is a result of your nature (your biology)? How much would you estimate is a result of your nurturing (your environmental influences)? Indicate your estimates as percentages in the blanks:

		Nature	Nurture
1.	Body Build	_____ %	_____ %
2.	Intelligence	_____ %	_____ %
3.	Personality	_____ %	_____ %
4.	Mathematical ability	_____ %	_____ %
5.	Hair	_____ %	_____ %
6.	Handedness	_____ %	_____ %
7.	Height	_____ %	_____ %
8.	Musical ability	_____ %	_____ %
9.	Longevity (how long will you will live)	_____ %	_____ %
10.	Suggest another: _____	_____ %	_____ %

Your next task is to create a PowerPoint presentation using pictures you carefully select from the Internet, which show an interaction of nature and nurture. Below each picture, you will describe the interaction you see in the picture of nature and nurture. An example follows:

**Sample Picture:**



<http://www.statesmanjournal.com/viewart/20131107/SPORTS/311070045/>

**Sample Caption:**

*Indiana Pacer Lance Stephenson is shown in this picture dunking a basketball. This picture shows an interaction between nature and nurture. His height and body build, as well as his the skills he has developed, result in his talent for basketball seen here. His height and body build, which allow him to reach the goal result from a combination of genetics (nature), along with nutrition (nurture). His ability to dunk the ball was learned through his environment of coached and practicing (nurture). His naturally long arms and legs also assist his ability.*

*Create as many slides as possible in the time you have during this class period. The quality of each picture and their descriptions as well as your participation from start to finish will be worth 25 points.*

# LESSON #14 “Sleep debate”

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## **STANDARDS:**

National Standards for High School Psychology (2011):

BIOPSYCHOSOCIAL DOMAIN

AP® Psychology Standards (2013):

V. States of Consciousness

Indiana Academic Standards for Psychology (2014):

Process and Writing Standards

## **OBJECTIVE:**

Students will debate early versus late high school start times and consider the importance of sleep.

## **PROCEDURE:**

Obtain articles that relate to school start times, sleep and sleep deprivation or have students find examples.

Suggestions of one's I've used in the past are below.

Assign students to assume the various roles listed in the handout. You may do this at random, or allow individuals on each side of the debate to choose their roles.

Taking on these personas, students are to argue for an early school start time or a later, school start time.

Two examples of articles I've used include:

(1) “Early start times reconsidered: Pinellas schools have the earliest start time - 7:05 a.m. A study to tame busing expenses takes another look.” Found at:

[http://www.sptimes.com/2005/09/11/Tampabay/Early\\_start\\_times\\_rec.shtml](http://www.sptimes.com/2005/09/11/Tampabay/Early_start_times_rec.shtml)

(2) “School Start Time and Sleep” The National Sleep Foundation. Found at:

<http://www.sleepfoundation.org/article/sleep-topics/school-start-time-and-sleep>

Students are to research their perspectives. Opposing individuals (i.e., the “bus driver” arguing for an early start time and the “bus driver” arguing for a later start time) are each given 2 minutes each to present their perspective. These are followed by a 1-minute rebuttal from each. I also allow time for each side to pose questions to each individual. At the end, I have students who weren't part of the debate to vote on who won.

I've also invite our principal and superintendent to watch the debates and give them time to address the topic. Our school day used to be 7:40 am - 2:50 pm. Since I began facilitating this debate project in my AP Psychology class, our school day has been modified to 8:10 am-3:20 pm. Each schedule has its advantages and disadvantages, but it's still an interesting and engaging topic to debate.

## **HANDOUTS/PREPARATION:**

Arrange a computer lab for students to research

Copy and cut out the options for students to select which persona they will take on for the debate.



## “Sleep debate”

*Note to teacher: As you distribute the various roles or have students select these at random, if a role is presented in lower case letters, the student will be debating on the side of an early start time. If a role is presented in upper case letters, the student will be debating on the side of a later start time.*

Parent of high school student	PARENT OF A HIGH SCHOOL STUDENT
high school student	HIGH SCHOOL STUDENT
high school teacher	HIGH SCHOOL TEACHER
principal	PRINCIPAL
coach	COACH
bus driver	BUS DRIVER
Parent of high school student	PARENT OF A HIGH SCHOOL STUDENT
high school student	HIGH SCHOOL STUDENT
high school teacher	HIGH SCHOOL TEACHER
principal	PRINCIPAL
coach	COACH
bus driver	BUS DRIVER

# LESSON #15 “Getting to Know You”

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## **STANDARDS:**

National Standards for High School Psychology (2011):

BIOPSYCHOSOCIAL DOMAIN

AP® Psychology Standards (2013):

III. Biological Bases of Behavior

Indiana Academic Standards for Psychology (2014):

Standard 6: Biological Bases of Behavior

## **OBJECTIVE:**

Students will consider how concepts of nature and nurture relate to themselves and others.

## **PROCEDURE:**

In pairs, students will follow the instructions to create a video or time capsule. They will need equipment if they choose to make a video, which could be their own handheld device that takes video or digital video cameras available to check out through the school’s library or media center.

## **HANDOUTS/PREPARATION:**

Prepare a handout of instructions for each student.

Reserve video equipment, if needed.

**“Getting to know you”** *With a partner, select 2 of the 6 variables below to showcase about one another in a video or time capsule. You may each select 2 different factors or use the same ones if you choose. There will be a video or time capsule for each member of the pair.*

Name: \_\_\_\_\_ Per: \_\_\_\_\_ Date: \_\_\_\_\_

Gender      Peers      Parents/Family  
Adoption (if applicable)      Genes      Culture

**Your Choices and their Requirements:**

**Video:** *These requirements would be for 1 video of 1 person. If each of you chooses to prepare a video, there will be 2 separate videos, each reflecting the following qualities. Your partner will help by taking the video and providing constructive criticism as you consider what to include in your video presentation:*

- ☐ 5 – 10 minutes in length
- ☐ Answer the question, “How do (fill in the blank with two of the above factors) influence your behavior?”
- ☐ Showcase the important ways your behavior is influenced by each of the two factors. The presentation should be a balance of the 2 factors.
- ☐ The video should be entertaining yet appropriate for classroom viewing. This is not an interview of your subject on camera. This is to actually “show” the ways their behavior is influenced by whatever factors you are highlighting. Be creative with how you do this.
- ☐ Video quality: audible, focused, steady camera work.

**Time Capsule:** *These requirements would be for 1 time capsule. If each of you chooses to prepare a time capsule, there will be 2 separate submissions, each reflecting the following qualities. Your partner will help you brainstorm ideas and provide constructive criticism as you prepare your best work:*

- ☐ Contains 10 artifacts (You may have 2 photographs that would count for your artifacts.) You may have no more than 1 of each type of item in the box (For instance, if your parents encouraged you to participate in sports and you won several ribbons, you may not put 10 ribbons in your box and expect that to count for more than one artifact.) The artifacts must be a balance of the 2 factors you are highlighting.
- ☐ Decorate the outside of the container to reflect the person you are showcasing.
- ☐ Quality: Neat presentation, you must provide a detailed explanation of each item included, and explain why it reflects your subject’s behavior, be loud enough for your audience, and make the content of the artifacts and your presentation appropriate for class.

# LESSON #15 “Nighty night”

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## **STANDARDS:**

National Standards for High School Psychology (2011):

BIOPSYCHOSOCIAL DOMAIN

AP® Psychology Standards (2013):

V. States of Consciousness

Indiana Academic Standards for Psychology (2014):

Standard 6: Biological Bases of Behavior

## **OBJECTIVE:**

Students will examine various resources detailing how to get a good night’s sleep and apply their findings to their own sleep habits.

## **PROCEDURE:**

Distribute the handouts.

Students will need online access. They will visit [www.SleepNet.com](http://www.SleepNet.com) as they complete the handout.

## **HANDOUTS/PREPARATION:**

One class set of the *Nighty, night* handout.

Internet access for each student.

## **“Nighty night”** *Using SleepNet.com as a source, answer the questions below.*

**Name:** \_\_\_\_\_ **Per:** \_\_\_\_\_ **Date:** \_\_\_\_\_

1. Click on “Tips for better sleep”. List 5 tips that would help someone sleep better.

a.

b.

c.

d.

e.

2. On the home page, click on “Sleep clinician links” then click on “Professional organizations.” How many professional organizations are listed? \_\_\_\_\_

3. Select two organizations of interest to you.

a. What is the name of the first organization? \_\_\_\_\_

b. What advice do they suggest for a good night’s sleep?

c. What is the name of the second organization? \_\_\_\_\_

d. What advice do they suggest for a good night’s sleep?

4. Return to the home page of SleepNet.com. At the top left side of the screen click on the link to take the Sleep Test. What feedback did you receive from the assessment?

# LESSON #17 “Hypnosis infomercial”

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## **STANDARDS:**

National Standards for High School Psychology (2011):

BIOPSYCHOSOCIAL DOMAIN

APPLICATIONS OF PSYCHOLOGICAL SCIENCE DOMAIN

AP® Psychology Standards (2013):

V. States of Consciousness

XIII. Treatment of Abnormal Behavior

Indiana Academic Standards for Psychology (2014):

Standard 4: Personality, Assessment and Mental Health

Standard 6: Biological Bases of Behavior

## **OBJECTIVE:**

Students will create an infomercial about the possibilities and limitations of hypnosis as a therapeutic technique.

## **PROCEDURE:**

Divide students into groups of 3-4.

Obtain video equipment or see that each group can obtain a device to take a video.

Students will research the possibilities and limitations of hypnosis as a therapeutic technique and create an infomercial on the topic using the guidelines provided in their handout.

## **HANDOUTS/PREPARATION:**

Each group needs a handout, Internet access, and video equipment.

## **“Hypnosis infomercial”** *Follow the instructions below to create an infomercial that describes the possibilities and limitations of using hypnosis as a therapeutic technique.*

Name: \_\_\_\_\_ Per: \_\_\_\_\_ Date: \_\_\_\_\_

You work for a film company that has been asked to produce a 5-10 minute infomercial for a clinic that provides hypnosis as a treatment for its patients. Could hypnosis help someone lose weight, stop smoking, recall events from long ago, or do something they would not normally do?

Prepare a script for your participants using the space below and on the back of this handout.

Design or stage an appropriate area to film your infomercial. Consider whether or not you'll need scene changes and how you will edit your video if needed.

As you may realize there are many misconceptions about hypnosis.

Your job is to clarify what hypnosis can and can't do.

You will use your text and information from various websites as a guide for what information you should include in your infomercial. It is important to be a critical consumer of information. The internet contains information from reliable and unreliable sources. Consider information from reputable sources, and ask your teacher if you have concerns about the validity of some sites you find if you think they are questionable. These are a few websites that may contain ideas you'll want to include in your script. Your video will be presented to class.

<http://www.mayoclinic.com/health/hypnosis/MY01020>

<http://www.webmd.com/anxiety-panic/guide/mental-health-hypnotherapy>

<http://www.apa.org/topics/hypnosis/media.aspx>

<http://www.mayoclinic.com/health/weight-loss-hypnosis/AN01617>

<http://www.scientificamerican.com/article.cfm?id=hypnosis-memory-brain>

# LESSON #18 “Perceiving is believing”

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## **STANDARDS:**

National Standards for High School Psychology (2011):

BIOPSYCHOSOCIAL DOMAIN

AP® Psychology Standards (2013):

IV. Sensation and Perception

Indiana Academic Standards for Psychology (2014):

Standard 6: Biological Bases of Behavior

## **OBJECTIVE:**

Students will prepare a PowerPoint or Prezi which identifies and describes examples of concepts related to perception.

## **PROCEDURE:**

Distribute copies of the handout *Perceiving is believing*.

Students will prepare a PowerPoint following the instructions provided.

## **HANDOUTS/PREPARATION:**

Prepare a class set of the handout.

All students will need access to the Internet and computers with PowerPoint, Prezi, or another presentation software program.



# **“Perceiving is believing”** *You will be creating a PowerPoint or Prezi containing 25 slides. The required topics for the slides are found on the below*

Name: \_\_\_\_\_ Per: \_\_\_\_\_ Date: \_\_\_\_\_

## **Slide format**

- Font size should be no smaller than 32 point.
- Slides should have an eye catching color scheme, either a template from the PowerPoint or Prezi program, or one that you design.
- At least 15 of your slides should contain an appropriate clip art or picture added to it.
- If you want to add bells and whistles for fun, (flying text, sounds) that will make your presentation even more entertaining

## **Required Slide Content**

- Begin with a title page
- Research each term listed using the Internet or your text.
- Summarize your finding on each term into succinct bullet points.
- Add appropriate images to support at least 15 of your slides, illustrating the content
- All terminology should include a written explanation, even those supplemented with a picture example

## **Slide # Terminology to address**

1	Selective attention
2-5	Gestalt Principles
6-7	Binocular Cues
8-13	Monocular Cues
14	Motion Perception
15	Perceptual Constancy
16	Lightness Constancy
17	Sensory Deprivation and Restored Vision
18	Perceptual Adaptation
19-20	Perceptual Set
21	Context Effects
22	Perception and the Human Factor
23-25	ESP

# LESSON #19 “The perfect gift”

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## **STANDARDS:**

National Standards for High School Psychology (2011):

DEVELOPMENT AND LEARNING DOMAIN

AP® Psychology Standards (2013):

IX. Developmental Psychology

Indiana Academic Standards for Psychology (2014):

Standard 2: Development

## **OBJECTIVE:**

Students will apply Piaget’s concepts of cognitive development to selecting the perfect gift for children of different ages and stages of development.

## **PROCEDURE:**

Distribute *The perfect gift* handout, and allow time for students to consider Piaget’s stages of cognitive development.

You may ask students to bring in sales ads, magazines, or catalogs to help them brainstorm various gift-giving possibilities. Another option would be to assign them to go “window shopping” and browse what’s available on the shelves of a local department store. A third possibility would be to let them go online and explore Amazon or another online retailer.

## **HANDOUTS/PREPARATION:**

All students need a copy of the handout, *The perfect gift*.

Everyone should have access to sales ads, magazines, catalogs, or Internet access.

**“The perfect gift”** *Using Piagetian concepts, suggest age-appropriate gifts for the children described in the scenarios below.*

Name: \_\_\_\_\_ Per: \_\_\_\_\_ Date: \_\_\_\_\_

Based on your understanding of Piaget’s stages of cognitive development, you must come up with the perfect toys/gifts for children at each of the 4 stages. These toys can be either actual items that you know of on the market today, or they may be your own invention. They should be developmentally appropriate for each level.

Use the template below when making your suggestions for each stage. Next to your suggestion, use Piagetian terminology to explain why your suggestions are appropriate. This assignment requires a careful analysis of Piaget’s stages, and your explanations should make use of his terminology and his theories regarding each stage.

Stages	Gift Suggestion	Why is your suggestion appropriate? Use Piaget’s concepts.
<b>Stage One</b> Sensorimotor		
<b>Stage Two</b> Preoperational		
<b>Stage Three</b> Concrete-operations		
<b>Stage Four</b> Formal-operations		

# LESSON #20 “Changing it up”

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## **STANDARDS:**

National Standards for High School Psychology (2011):

DEVELOPMENT AND LEARNING DOMAIN

AP® Psychology Standards (2013):

VI. Learning

Indiana Academic Standards for Psychology (2014):

Standard 3: Cognition

## **OBJECTIVE:**

Using behavioral modification techniques, students will devise and carry out a 21-day plan to change a behavior.

## **PROCEDURE:**

Distribute the *Changing it up* handout.

Students will devise a proposal and it will be approved by the teacher.

They will develop a plan to modify the behavior they’ve selected.

After they’ve had time to carry out their plans, students will present their progress to the class.

## **HANDOUTS/PREPARATION:**

Prepare a class set of the *Changing it up* handout.

You may wish to provide time in class for brainstorming, research and/or preparation of the students’ presentations.

## **“Changing it up”** You will have 21 days to change a behavior or add a behavior to your usual routine.

**Name:**\_\_\_\_\_ **Per:**\_\_\_\_\_ **Date:**\_\_\_\_\_

1. Select a behavior you wish to change. This may be something you wish to add to your routine or some behavior you wish to eliminate or modify.
2. Research why this is a good behavior (such as adding exercise into your routine) or a behavior you should eliminate (such as playing video games excessively).
3. Devise a system of reinforcements and/or punishments for your successes and failures that you are willing and able to follow through with. Make it realistic and worthwhile.
4. After the 21-days of following your plan, you will present the following to the class:
  1. You'll describe the behavior you decided to modify and explain why you chose the behavior.
  2. Present 3 sources that discuss your topic (for instance, if you want to exercise more frequently, you'd present research on why that is an important behavior.)
  3. Describe the steps you took to modify your behavior. What rewards or consequences did you create for yourself?
  4. Inform the class of your successes and failures (What did you set out to do? When did you succeed/fail at these attempts?) You will devise and present the tracking system you use for the 21-days.
  5. Before you begin your program, your plan must be approved, and the teacher must sign below.

The behavior you've chosen is:\_\_\_\_\_ Teacher's signature of approval:\_\_\_\_\_

6. Create a poster, PowerPoint, or Prezi addressing the main points of your presentation. Posters should be creative, neatly put together, and easy to read and be seen by everyone in the class. PowerPoints or Prezis should be creative, with pictures, colors, sounds, and font that is easy to read by everyone in the class.
7. Carefully consider the following rubric as you prepare the presentation of your plan.
8. Review the rubric on page two of your handout. Practice your presentation in front of a friend or family member and have them make suggestions for improvement before you give your presentation to the class.

**“Changing it up”** Consider the following rubric as you prepare your presentation.

	0-5	6-8	9-10
Content – Sources	Student orally presents 0-1 sources on the topic. Source, if provided, lacks quality and/or presentation of the sources is inadequate. Copies may not have been included.	Student orally presents 2-3 sources that support the topic. One or more qualities described in the 9-10 scoring range are missing. Copies may not have been included.	Student orally presents 2-3 sources that support the topic which come from reputable sources. Presentation of sources is thorough. Copies of sources are included.
Content - Behavior	Student fails to accurately or adequately describe the behavior they are choosing to modify, or student chooses to modify a behavior that was not approved by the teacher.	Behavior is mentioned, but description of reasons why are not clear or thorough.	Student thoroughly describes the behavior they want to modify and clearly explains the reasons they wish to modify the behavior.
Content – Modification Plan	Student fails to present the techniques they used to modify their behavior or failed to use their techniques for the duration of the project.	Student intermittently used their behavior modification strategy. Student may not have consistently tracked their progress.	Student consistently used their behavior modification strategy, and they presented their successes and failures.
Appeal (if you choose to prepare a poster)	Poster is difficult or impossible to read by students in the classroom during the presentation. Items aren’t glued, drawn, or printed neatly. Item lacks visual appeal.	Poster may be difficult to read or is not prepared neatly. May lack visual appeal or interest. Student may “read” the poster to the audience rather than use it as a visual aide for their presentation.	Poster is easy to read. Items are neatly affixed to the poster, and the poster is engaging to the viewer. Student doesn’t “read” the poster to the audience. Rather it is used as a visual aide.
Appeal (if you choose to create a PowerPoint or Prezi)	Font is too small to read. Lacks visual appeal, pictures or images that support the presentation. Student may not make eye contact or lacked focus on the audience.	Font may be hard to read. May lack creative elements that provide interest to audience. May not support of the topic. Student may not make eye contact or lacks focus.	Font is easy to read. Images and special effects support the topic. It is enjoyable and interesting to watch. Student focuses on the audience during the presentation.

# LESSON #21 “Cartoon games”

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## **STANDARDS:**

National Standards for High School Psychology (2011):

DEVELOPMENT AND LEARNING DOMAIN

AP® Psychology Standards (2013):

VI. Learning

Indiana Academic Standards for Psychology (2014):

Standard 3: Cognition

## **OBJECTIVE:**

Students will apply their understanding of contingencies of reinforcement, observational learning, and reciprocal determinism and analyze examples of these concepts.

## **PROCEDURE:**

Students will draw cartoons which illustrate examples of contingencies of reinforcement, observational learning, and reciprocal determinism. They will not specify which terms they are trying to illustrate on the front of their illustrations. When they are finished, they will share them with class. The classmates will try to guess which theories they were illustrating. To extend this activity, you could have students vote on the best examples from their class of each concept.

## **HANDOUTS/PREPARATION:**

Every student will need a handout explaining the instructions.

You may wish to provide each student with art supplies to create their cartoons or ask them to bring materials from home.

**“Cartoon games”** *Illustrate cartoons related to the topics below. Then guess which concepts your classmates have drawn.*

**Name:**\_\_\_\_\_ **Per:**\_\_\_\_\_ **Date:**\_\_\_\_\_

Select two of the following topics: contingencies of reinforcement, observational learning, or reciprocal determinism. Use the space below and on the back of this sheet, or use your own supplies, and draw a cartoon that illustrates each of the concepts. In order to play the game, don’t identify the specific terms you are illustrating within your cartoons. When everyone is finished, you will be sharing them with your class, and your classmates will be guessing which theories you were illustrating. Your cartoons should contain at least 3 frames each.



# LESSON #22 “A children’s museum”

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## **STANDARDS:**

National Standards for High School Psychology (2011):

DEVELOPMENT AND LEARNING DOMAIN

AP® Psychology Standards (2013):

IX. Developmental Psychology

Indiana Academic Standards for Psychology (2014):

Standard 2: Development

## **OBJECTIVE:**

Apply theories of development, students will prepare exhibits for a simulated children’s museum.

## **PROCEDURE:**

Distribute the instructions.

Prepare the space for your students to work.

Secure computers and supplies your students will need, or have them brainstorm and use their resources to obtain supplies.

Obtain permission and arrange an opportunity for young children to visit your classroom and experience the students’ exhibits. Suggestions would be to contact stay-at-home parents of preschool children, make arrangements with someone who provides in-home childcare, or work with a local daycare. Depending on your number of students, logistics, and facilities, you might also be able to arrange students to take a trip to a local daycare to set up their activities off-site. It would be best to work with a group of children that represent a variety of ages, from infant, to toddler, to preschool age.

## **HANDOUTS/PREPARATION:**

Prepare a class set of instructions, including instructions that reflect the ages of the children they will be working with and the date their exhibits must be complete.

Assign, or allow your students to choose groups.

Designate the amount of time your students will have to research, design, and create their exhibits.

Schedule a time for young children to visit the exhibits.

Prepare observation logs for students to use as the children explore the exhibits.

## **“A children’s museum”** *Follow the instructions below to design exhibits for a children’s museum that applies the theories of development you have learned..*

**Your Name:**\_\_\_\_\_ **Per:**\_\_\_\_\_ **Date:**\_\_\_\_\_

Your group members:\_\_\_\_\_

---

**Your Task:** With the members of your group, propose six children’s museum exhibits/stations/activities. Each should relate to the theories of cognitive development we have studied.

Children will be actively participating in your exhibits. They will range in age from \_\_\_\_\_ to \_\_\_\_\_ in age. The children will be visiting on \_\_\_\_\_. You will be turning this room or another space such as a Large Group Instruction room into a museum. Your group will propose what area of the room it needs for your activities and ask for approval for that space. You will draw or explain what each activity will look like. You will also describe exactly what the children would do as they visit your exhibit. We will vote as a class to determine which exhibits we will actually create. The exhibits must relate to the information you have learned about child development. Those theories should be the inspiration for your proposals. Your exhibits/activities should be opportunities for children to use their thinking and language skills. You will prepare a “connection” statement or explanation for how each activity relates to a theory we have discussed in class.

Describe the activity/exhibit: \_\_\_\_\_ Connection Statement – how does this connect to what we have learned in class?

1.

2.

3.

4.

5.

6.

**“A children’s museum”** *Use the following form as a template to note the language use and examples of thinking and problem solving strategies you observe for each child doing each activity you observe.*

Child’s Name \_\_\_\_\_ Age \_\_\_\_\_

Physical/clothing description (for identification/discussion purposes later): \_\_\_\_\_

Activity 1: \_\_\_\_\_

Observations of language use:

Observations of thinking and problem solving strategies used:

Activity 2: \_\_\_\_\_

Observations of language use:

Observations of thinking and problem solving strategies used:

Activity 3: \_\_\_\_\_

Observations of language use:

Observations of thinking and problem solving strategies used:

Activity 4: \_\_\_\_\_

Observations of language use:

Observations of thinking and problem solving strategies used:

Activity 5: \_\_\_\_\_

Observations of language use:

Observations of thinking and problem solving strategies used:

Activity 6: \_\_\_\_\_

Observations of language use:

Observations of thinking and problem solving strategies used:

# LESSON #23 “Dear Diary”

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## **STANDARDS:**

National Standards for High School Psychology (2011):

DEVELOPMENT AND LEARNING DOMAIN

AP® Psychology Standards (2013):

IX. Developmental Psychology

Indiana Academic Standards for Psychology (2014):

Standard 2: Development

## **OBJECTIVE:**

Students will demonstrate their understanding of various theories of development by preparing excerpts of diary entries that reflect terminology and concepts they have studied.

## **PROCEDURE:**

Distribute the handouts.

Allow students time to prepare their entries.

Schedule time in class for students to share samples of their diary entries.

## **HANDOUTS/PREPARATION:**

Prepare a class set of *Dear Diary* instructions.

## **“Dear Diary”** *Demonstrate your understanding of development theories by preparing diary entries.*

Name: \_\_\_\_\_ Per: \_\_\_\_\_ Date: \_\_\_\_\_

To demonstrate your knowledge and understanding, you will:

- (A) Write a week’s worth of diary entries for a character you create. All **7 entries** should have **10-15 descriptive sentences**.
- (B) Fill out **the demographic information** on your character. The diary will either be from the character’s perspective if that person would be capable of writing, or it can be written from the point of view of someone writing about your character (i.e., a parent or caretaker). Each of the following does not need to be addressed in all entries, but within each entry you should reflect at least one of the six. All six should be addressed in at least one entry and should reflect the theories you have studied in class
- (1) Physical development
  - (2) Social development
  - (3) Cognitive development
  - (4) Moral development
  - (5) Emotional development
  - (6) Language development (This one will be very evident in a parent’s diary about a child, such as, “He’s said his first word...” but this would also be evident at other ages with the word choice of your characters of other ages.)
- (C) You don’t need to state these six issues directly in the diary entries, but they would be alluded to in the entries. For instance, you needed say, “I am going through a social issue.” Rather, you would describe the social issue within the prose of your entries..

An example (a 14 year old girl):

Dear Diary: Today at school Mr. Carter let me and my friend, Jana, work out in the hall on our Social Studies project. We are doing a map project where we draw all the countries and color in the places where they have the most population. It was easy. Jana is my BFF! The other day her mom took us to the mall and she let Jana get her ears pierced. I’m so jealous. Jana has a boyfriend, too, named Parker. We call him “PK”. He’s awesome! He plays basketball and runs track. He is smokin hot!!! Jana is so lucky. I’m going to see if my mom will let me stay over at her house this weekend. I want to get my ears pierced like her too. We were going to sneak over to PK’s house last week, but he got in trouble for texting in Geometry, and since he has a C in that class, his parents grounded him for like a month. I hope he doesn’t get caught if we go over there because his parents will kill him!! Well, bye for now!!

### **Demographics on Diary Character**

Age: \_\_\_\_\_ Gender: \_\_\_\_\_ Name: \_\_\_\_\_

Who does your character live with? \_\_\_\_\_

Anything else we should know about your character before reading the entries: \_\_\_\_\_

# LESSON #24 “Who am I?”

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## **STANDARDS:**

National Standards for High School Psychology (2011):

DEVELOPMENT AND LEARNING DOMAIN

AP® Psychology Standards (2013):

IX. Developmental Psychology

Indiana Academic Standards for Psychology (2014):

Standard 2: Development

## **OBJECTIVE:**

Students will apply their understanding of Erik Erikson’s theory of social development as they reflect upon their own lives.

## **PROCEDURE:**

Distribute the instructions and allow students time to work and ask questions.

Plan for a time in class when students can present their work.

## **HANDOUTS/PREPARATION:**

Create a class set of the *Who am I?* handout.

**“Who am I?”** *Reflect upon Erik Erikson’s theory of social development and apply your understanding as you prepare answers to the questions below.*

Name: \_\_\_\_\_ Per: \_\_\_\_\_ Date: \_\_\_\_\_

According to Erik Erikson’s theory of Social Development, you are currently in a stage, or conflict, called Identity vs. Role Confusion. To examine your growth in this area, please answer the following questions. You will present your answer to question #2 in class, and you will also choose 2 questions from #3-#6 to present.

1. *Write 10 different answers to the question, “Who am I?” You should only list things that, if lost, would make a real difference in their sense of identity, like your responsibilities, beliefs or your personality traits. (In other words, you wouldn’t answer, “I’m a brunette” or something like that, unless it “defines” you as an original individual.*
2. *After you’ve written your 10 answers in any order, rank them in order of importance to you.*
3. *A. Has your adolescence been easy, difficult, or somewhere in between?  
B-F. Give 5 examples that explain why you would describe your adolescence in that way.*
4. *A. Do you think adolescence (a period between a carefree childhood and an adulthood of independence) is necessary? Why or why not?  
B. If so, how long do you think most people need to transition between childhood and adulthood?  
C. Why do you think that length of time is best?*
5. *Do you think society forces adolescents to grow up too soon? Explain your response.*
6. *A. Describe a time when you and one of your caregivers (parents, aunts or uncles, or grandparents, etc.), disagreed about your rights or responsibilities.  
B. How did you feel during that disagreement?  
C. How do you think they felt about you?  
D. How did you resolve your differences? Why do you feel that resolution was reached?*

# LESSON #25 “Learning through dialogue”

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## **STANDARDS:**

National Standards for High School Psychology (2011):

DEVELOPMENT AND LEARNING DOMAIN

AP® Psychology Standards (2013):

VI. Learning

Indiana Academic Standards for Psychology (2014):

Standard 3: Cognition

## **OBJECTIVE:**

Students will demonstrate their understanding of various concepts related to learning as they prepare and present dialogues with a partner.

## **PROCEDURE:**

Distribute the *Learning through dialogue* activity sheet.

Allow students time to prepare their presentations with a partner.

Invite pairs to come forward and present selections to the class.

As a game, you might have the students present their dialogues and have the rest of the class guess what concepts they are trying to demonstrate.

## **HANDOUTS/PREPARATION:**

You will need a class set of the handout.



## **“Learning through dialogue”** *Following the instructions below, prepare a set of dialogues with a partner that reflect the concepts.*

**Name:**\_\_\_\_\_ **Per:**\_\_\_\_\_ **Date:**\_\_\_\_\_

For each of the following concepts, develop a short (30-second) dialogue that you could act out with a partner. You will perform some, but not all, of your dialogues for the class. Be prepared to present each one, as you will not know which one(s) you will be asked to present. Use the space provided to brainstorm your ideas or to summarize the dialogues you will present.

1. Cognitive map
2. Latent learning
3. Overjustification effect
4. Positive reinforcement
5. Negative reinforcement
6. Positive punishment (by application)
7. Negative punishment (by withdrawal)
8. Shaping
9. Observational learning
10. Classical conditioning

# LESSON #26 “Stereotyping”

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## **STANDARDS:**

National Standards for High School Psychology (2011):

SOCIOCULTURAL CONTEXT DOMAIN

AP® Psychology Standards (2013):

XIV. Social Psychology

Indiana Academic Standards for Psychology (2014):

Standard 5: Social-Cultural Dimensions of Behavior

## **OBJECTIVE:**

Students will prepare a presentation on stereotyping.

## **PROCEDURE:**

Distribute the *Stereotyping* handout.

Allow students time to prepare their presentations in class or this could be prepared at home.

Plan time in class for students to present the highlights of their presentations.

## **HANDOUTS/PREPARATION:**

Prepare a class set of the *Stereotyping* handout.

Reserve computer lab time or allow students to bring their own computers or work from home.

# **“Stereotyping”** *Follow the instructions that follow to create a presentation on stereotyping.*

Name: \_\_\_\_\_ Per: \_\_\_\_\_ Date: \_\_\_\_\_

## *Stereotyping in today’s society:* **A Psychology PowerPoint Presentation**

### **Assignment:**

You will have 3-4 days (depending on your observed work ethic)  
to create a PowerPoint or Prezi on the topic of Stereotyping.

### **Details:**

Your slides should contain the following information:

1. Define stereotypes (1 slide)
2. Explain how stereotypes develop (3 slides)
3. What are the harmful effects of stereotypes in general? (3 slides)
4. Provide examples of stereotyping from within the following categories and explain how stereotypes related to the following can be harmful or detrimental:
  - ☐ Age (5 slides)
  - ☐ Gender (5 slides)
  - ☐ Race/Ethnicity (5 slides)
  - ☐ Style (5 slides)
  - ☐ Religion (5 slides)
  - ☐ Physical (5 slides)
  - ☐ Others (5 slides)
5. What can be done to prevent stereotyping? (5 slides)
6. What can be done to reverse the damage stereotyping has done to those affected by it? (3 slides)

### **Scoring:**

50 slides = 50 points

### **Requirements:**

- ☐ Font should be no smaller than 28-point.
- ☐ You should include pictures on at least half of your slides (minimum of 25 pictures).
- ☐ You must include a works cited page for the web pages you use for your information.
- ☐ You must include a works cited page for the pictures you use. “Google Images” is not adequate when citing pictures. You must give the name of the web site on which the image appears.

# LESSON #27 “Unit project” (Social Psychology)

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## **STANDARDS:**

National Standards for High School Psychology (2011):

SOCIOCULTURAL CONTEXT DOMAIN

AP® Psychology Standards (2013):

XIV. Social Psychology

Indiana Academic Standards for Psychology (2014):

Standard 5: Social-Cultural Dimensions of Behavior

## **OBJECTIVE:**

Students will address the topic of who they are in relation to others by preparing answering a series questions in the form of a scrapbook, PowerPoint/Prezi presentation, or creative journal (art, poems, pictures – with descriptions).

## **PROCEDURE:**

Distribute the handout including questions and instructions for the project.

Allow students time to work in class or make this an out of class assignment.

If needed, obtain a computer lab or allow students to bring their own device and supplies to class.

## **HANDOUTS/PREPARATION:**

Copy a class set of instructions.

# **“Unit project” (Social Psychology)** *Follow the instructions below to relate topics of social psychology to your own life.*

**Name:**\_\_\_\_\_ **Per:**\_\_\_\_\_ **Date:**\_\_\_\_\_

## **Your Task:**

Address the topic of who you are in relation to others by answering the questions below in the form of a scrapbook, PowerPoint/Prezi, or creative journal (art, poems, pictures – with descriptions). You will dedicate 1 page of your scrapbook/journal or 1 slide in your PowerPoint/Prezi to each issue for a total of 30 pages or slides. You may use your text or online resources to answer some of the questions or define some of the terms. The most important thing is to see how these concepts actually relate to YOU ☺

## **Your Grade:**

Did you answer the questions? – 30 points (1/slide or page)

Was it creative and done neatly? – 30 points (1/slide or page)

Presentation – did you share your completed work in class? (You’ll share a minimum of 10 pages/slides with the class. It’s understood that some things may be personal. Be sure you are comfortable presenting at least 1/3 of your finished product.) – 10 points = 70 points

## **Class Participation:**

Did you work in class when you had time to work? 1 point deducted from total score – up to 5 points/day for each time you had to be asked to get back to work. Bring materials to class so you can work. 5 points will be taken off your grade for days you don’t have materials to work with. You will be required/have time to work in class

**The Questions:** Although your questions will be answered in your final product, you may use the space provided to brainstorm how you will answer each question.

1. Socialization – What is socialization? How has this affected you?
2. Symbols – What are symbols in our culture that are important to you? (include 3)
3. Language – What are words in our culture that describe you? (include 3)
4. Norms – What is a cultural norm? What norms of our culture do you follow (include 3)
5. Values – What are values? What values of our culture do you follow (include 3)
6. Attitudes – What are attitudes? What are 3 strong attitudes that you share with your family?
7. Attitudes – What are 3 strong attitudes that you share with your friends?

8. Conformity – What is conformity? What is an area in your life where you feel you conform to most other teenagers?
9. Non-conformity – What is non-conformity? What is an area in your life where you feel you conform least to other teenagers?
10. Obedience – What is one area in your life where you are most obedient?
11. Altruism – What is altruism? What is one thing you do that is very altruistic?
12. Attributions – What is an attribution? What quality do you have that you attribute mostly to your family?
13. Attribution – What quality do you have that you attribute mostly to your friends?
14. Economics – How would you describe the socio-economic status of your family? How does that affect your lifestyle?
15. Geography – How do you describe the geography of where you live (you can think small scale – as in your town, or large scale – as in our country)? How does this geography affect your lifestyle?
16. Inter-group relations – Think about a group to which you belong (this can be a very organized group, like a team, or an informal group, such as your “lunch table” friends). Describe the group. Describe how you get along. On what topics, or in what areas, do you agree the most? On what topics, or in what areas, do you have conflict?
17. Internal Attributions – What qualities of your personality do you take the most credit for (i.e. hard work, sense of humor, etc.)
18. External Attributions – What qualities of your personality credit to someone else (for example, an area in your life where you feel you’ve been strongly influenced by someone else)?

19. Conflict – In what areas in your life do you experience the most conflict? Who is the conflict with? Why do you think the conflict exists?
20. Conflict Resolution – What do you think it would take to solve the conflict you've described in #19?
21. Bias – What is bias? In what area(s) of your life do you recognize that you've developed a bias concerning others? (this could be a good bias or a negative bias)
22. Discrimination – What is discrimination? In what area(s) of your life do you recognize that you've developed discrimination concerning others or that you've been a victim of the discrimination of others?
23. Stereotypes – What is a stereotype? In what area(s) have you developed stereotypes or in what areas do you fit (or not fit) a stereotype? What has been a result of the stereotype that has been associated with you (or that you have about others)? (Has it impacted you positively or negatively?)
24. What is group polarization? What is one social issue that you have a strong opinion or strong concern about? What is your opinion or concern related to that social issue? What efforts have you taken to create a positive difference related to this social issue?
25. Social groups affect individual – How have social groups at school affected you either positively or negatively?
26. Social groups affect other groups – Identify a social group at within our school. How has that group positively or negatively affected others at within our school?
27. Bystander effect – What is the bystander effect? Where have you seen this take place?
28. Cooperation – In what areas of your life do you find yourself being the most cooperative with others?
29. Competition – In what areas of your life do you find yourself being the most competitive with others?
30. Influence – What is a positive impact you hope your life has on others? (How would you like to be remembered by others?)

# LESSON #28 “Obedience and conformity”

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## **STANDARDS:**

National Standards for High School Psychology (2011):

SOCIOCULTURAL CONTEXT DOMAIN

AP® Psychology Standards (2013):

XIV. Social Psychology

Indiana Academic Standards for Psychology (2014):

Standard 5: Social-Cultural Dimensions of Behavior

## **OBJECTIVE:**

Students will explore examples of obedience and conformity in cults throughout history.

## **PROCEDURE:**

Distribute the *Obedience and Conformity* handout.

Students will select 5 examples of cults or organizations requiring strict conformity and obedience.

They will answer the questions provided.

## **HANDOUTS/PREPARATION:**

A class set of the *Obedience and Conformity* handout.



# **“Obedience and conformity”** *Research examples of individuals or groups throughout history that have demanded strict obedience and conformity.*

**Name:** \_\_\_\_\_ **Per:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Conformity and obedience are important tenets of groups known as cults. The following are examples of individuals who have been identified by their actions as cult leaders. Select 5 from the following list, and answer the 3 questions for each of the five you select. There are many examples throughout history, and this is certainly only a short list. If you have another example that you would like to research, you can present this to the teacher for approval.

## **Examples of cults or cult leaders:**

David Koresh, Marshall Applewhite and Bonnie Nettles, Charles Manson, Luc Joret, Jim Jones, Klu Klux Klan, Rev. Sun Myung Moon, David “Moses” Berg, Warren Jeffs, Elbert Eugene Spriggs (a.k.a. “Yoneq”)

**Choice One:** \_\_\_\_\_

(1) Describe the cult or situation involving this individual or group.

(2) On what issues was conformity demanded? (What beliefs, behaviors, etc. were required?)

(3) How was obedience enforced?

**Choice Two:** \_\_\_\_\_

(1) Describe the cult or situation involving this individual or group.

(2) On what issues was conformity demanded? (What beliefs, behaviors, etc. were required?)

(3) How was obedience enforced?

**Choice Three:**\_\_\_\_\_

(1) Describe the cult or situation involving this individual or group.

(2) On what issues was conformity demanded? (What beliefs, behaviors, etc. were required?)

(3) How was obedience enforced?

**Choice Four:**\_\_\_\_\_

(1) Describe the cult or situation involving this individual or group.

(2) On what issues was conformity demanded? (What beliefs, behaviors, etc. were required?)

(3) How was obedience enforced?

**Choice Five:**\_\_\_\_\_

(1) Describe the cult or situation involving this individual or group.

(2) On what issues was conformity demanded? (What beliefs, behaviors, etc. were required?)

(3) How was obedience enforced?

# LESSON #29 “Simulation”

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## **STANDARDS:**

National Standards for High School Psychology (2011):

SOCIOCULTURAL CONTEXT DOMAIN

AP® Psychology Standards (2013):

XIV. Social Psychology

Indiana Academic Standards for Psychology (2014):

Standard 5: Social-Cultural Dimensions of Behavior

## **OBJECTIVE:**

Students will participate in a simulation of the famous Zimbardo prison experiment

## **PROCEDURE:**

Set up a mock prison, as described below. Create necessary signs and stations. This works best with a larger class of at least 25 students, but you could modify it for a smaller group.

Divide students into four groups: prison employees (you'll need 3), prison guards, prisoners, and observers. The prison employees will work at specific stations including: distributing prison uniforms, taking mug shots, and getting finger prints from the prisoners. (The teacher will serve as the warden.) In addition to the prison employees working the various stations, you will want a 1 to 1 ratio of prisoners to prison guards. The remainder of your students will record observations during the simulation.

Distribute instructions to your “prison guards,” which they will follow once everyone reaches the mock prison.

## **HANDOUTS/PREPARATION:**

*Of primary importance, the teacher must maintain control at all times and be a good judge of the students – if you think they won't be able to handle this simulation, Lesson #30 contains an appropriate alternative.*

Set up a simulated prison. It works great in a larger area such as the cafeteria or large group instruction room.

Print signs to identify stations: uniform distribution, mug shots, and finger printing.

Obtain a set of prison uniforms, such as large orange t-shirts and bandanas or stockings to use as head coverings.

You will also need either sticky name tags for their prisoner number, or masking tape will also work well for this.

Set up a station for mug shots, including a background with a height chart, a digital camera, and a dry erase board for writing the prisoners' numbers as they get their photo snapped.

Set up a finger printing station using washable ink pad and index cards for taking finger prints.

Obtain a set of aviator-style sunglasses for your “prison guards”. Create a billy clubs for each guard. You could use rolled up black construction paper or rulers might also work well.

Set up a chair for each prisoner, which will be used as a cell. Alternatively, you could tape off certain areas for cells, depending on your space. Designate a holding cell area for prisoners who misbehave and an area for exercise.

Provide crackers and water, if you want to offer a “meal time.”

Each observer will need an observation log.

After 10-15 minutes of the simulation, provide an opportunity for debriefing at the conclusion of the activity.

# **“Simulation – Prison guard instructions”** *Prison Guards – familiarize yourselves with the instructions below, which you will follow once you reach the prison.*

Name: \_\_\_\_\_ Per: \_\_\_\_\_ Date: \_\_\_\_\_



## Prison Guard Instructions:

1. Tell your prisoner they are under arrest.
2. Read them their rights, as follows: “You have no rights!”
3. Line up the prisoners, and make them stand in silence.
4. Take them to the uniform station where they will be issued their uniform. Make sure that they wear it at all times over their clothing, unless otherwise instructed.
  - a. Their uniform includes a t-shirt, a stocking or bandana to wear over their hair (in prison, their head might be shaven), and a number attached to their t-shirt.
  - b. You may ONLY refer to your prisoner by his/her number.
5. One by one, proceed to have your prisoner’s “Mug Shot” taken.
6. Take your prisoner to the finger print station for finger printing
7. Escort your prisoner to his cell (each chair or designated area is a cell).
8. Require that your prisoner is always following YOUR orders.
9. Prisoner’s who misbehave may be taken to the holding cell for misbehavior.
10. When instructed, mealtime will occur. Follow all instructions given by Dr. Zimbardo (a.k.a. your teacher) for the mealtime procedure. The teacher may provide crackers and water for this part of the activity.
11. Exercise: 5 laps around the “yard,” 10-sit-ups, and 10-pushups.
12. Return prisoners to their cells.

**“Simulation – Step one: Uniform distribution”** *Prison employee – Distribute the following items to the prisoners and prison guards. Refer to prisoners only by their numbers.*

**Prison Guards:**

- 1 Pair of aviator-style sunglasses
- 1 Billy club

**Prisoners:**

- 1 head covering, either bandana or stocking
- 1 orange t-shirt
- 1 number (either written on a nametag or masking tape). You may write the number (any arbitrary 5-digit number will suffice)

**As each receives his/her uniform, the guards should escort the prisoners to the fingerprinting station.**

**“Simulation – Step two: Mug shots”** *Prison employee – Instruct the prisoner to step in front of the backdrop. Have the guard record the prisoner’s number on the dry erase board or a sheet of paper. Instruct the prisoner to hold up their number for their picture to be taken. They should not smile or make a face in the picture. Refer to prisoners only by their numbers.*

**“Simulation – Step three: Fingerprinting”** *Prison employee – familiarize yourselves with the instructions below, which you will follow at your station in the prison.*



1. Tell the prisoner to hold out his/her hands. Refer to prisoners only by their numbers
2. Roll each of the prisoner’s fingers over the ink pad (a damp sponge could be used to simulating an ink pad used for fingerprinting).
3. Roll each “inked” finger over a card, as though they are being finger printed.
4. Inform the guard that the prisoner may be taken to his cell.

## “Simulation – Observation log”

Write down your observations of the “prisoners” and “guards,” including their actions, perceived emotions, things that are said, etc. Sometimes even the slightest observations are important, so keep your eyes open and write down what you see!

[illegible]

# LESSON #30 “Prisonexp.org”

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## **STANDARDS:**

National Standards for High School Psychology (2011):

SOCIOCULTURAL CONTEXT DOMAIN

AP® Psychology Standards (2013):

XIV. Social Psychology

Indiana Academic Standards for Psychology (2014):

Standard 5: Social-Cultural Dimensions of Behavior

## **OBJECTIVE:**

Students will examine the Zimbardo prison experiment through an exploration of a website dedicated to the famous experiment.

## **PROCEDURE:**

Students will begin by visiting [www.prisonexp.org](http://www.prisonexp.org).

Then they will answer the discussion questions provided.

## **HANDOUTS/PREPARATION:**

Students will need access to a computer lab or their own devices.

As a convenience, a copy of the website discussion questions is included as a handout. Everyone will need a copy.

**“Prisonexp.org”** *Examine the Zimbardo prison experiment through an exploration of a website dedicated to the famous experiment.*

Name: \_\_\_\_\_ Per: \_\_\_\_\_ Date: \_\_\_\_\_

Visit the website [www.prisonexp.org](http://www.prisonexp.org) and answer the following discussion questions also available on the website at: <http://www.prisonexp.org/discussion.htm>.

1. What police procedures are used during arrests, and how do these procedures lead people to feel confused, fearful, and dehumanized?
2. If you were a guard, what type of guard would you have become? How sure are you?
3. What prevented "good guards" from objecting or countermanding the orders from tough or bad guards?
4. If you were a prisoner, would you have been able to endure the experience? What would you have done differently than those subjects did? If you were imprisoned in a "real" prison for five years or more, could you take it?
5. Why did our prisoners try to work within the arbitrary prison system to effect a change in it (e.g., setting up a Grievance Committee), rather than trying to dismantle or change the system through outside help?
6. What factors would lead prisoners to attribute guard brutality to the guards' disposition or character, rather than to the situation?
7. What is "reality" in a prison setting? This study is one in which an illusion of imprisonment was created, but when do illusions become real? Contrast consensual reality and physical or biological reality, and explain the implications of the following poem (by PGZ):  
Within the illusion of life,  
Death is the only reality,  
but  
is Reality the only death?  
Within the reality of imprisonment,  
Illusion is the only freedom,  
but  
is Freedom the only illusion?



8. What is identity? Is there a core to your self-identity independent of how others define you? How difficult would it be to remake any given person into someone with a new identity?
9. Do you think that kids from an urban working class environment would have broken down emotionally in the same way as did our middle-class prisoners? Why? What about women?
10. After the study, how do you think the prisoners and guards felt when they saw each other in the same civilian clothes again and saw their prison reconverted to a basement laboratory hallway?
11. Moving beyond physical prisons built of steel and concrete, what psychological prisons do we create for ourselves and others? If prisons are seen as forms of control which limit individual freedom, how do they differ from the prisons we create through racism, sexism, ageism, poverty, and other social institutions? Extend your discussion to focus on:
  - The illusion of prison created in marriages where one spouse becomes "guard" and the other becomes "prisoner"
  - The illusion of prison created in neurosis where one aspect of the person becomes the prisoner who is told he/she is inadequate and hopeless, while another aspect serves as a personal guard
  - The silent prison of shyness, in which the shy person is simultaneously his or her own guard and prisoner
12. Was it ethical to do this study? Was it right to trade the suffering experienced by participants for the knowledge gained by the research? (The experimenters did not take this issue lightly, although the Slide Show may sound somewhat matter-of-fact about the events and experiences that occurred).
13. How do the ethical dilemmas in this research compare with the ethical issues raised by Stanley Milgram's obedience experiments? Would it be better if these studies had never been done?
14. If you were the experimenter in charge, would you have done this study? Would you have terminated it earlier? Would you have conducted a follow-up study?
15. How can we change our real institutions, such as Attica Prison, when they are designed to resist critical evaluation and operate in relative secrecy from taxpayers and legislators?
16. Knowing what this research says about the power of prison situations to have a corrosive effect on human nature, what recommendations would you make about changing the correctional system in your country?

# LESSON #31 “Attitude autobiography”

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## **STANDARDS:**

National Standards for High School Psychology (2011):

SOCIOCULTURAL CONTEXT DOMAIN

AP® Psychology Standards (2013):

XIV. Social Psychology

Indiana Academic Standards for Psychology (2014):

Standard 5: Social-Cultural Dimensions of Behavior

## **OBJECTIVE:**

Students will explore their attitudes on a variety of topics and examine how those developed as a result of others in their lives and their own experiences.

## **PROCEDURE:**

Distribute the handout *Attitude autobiography*.

Students will assess their attitudes using a set of questions. You may allow the class to brainstorm additional questions that will help them assess their attitudes.

Students will prepare a presentation on their various attitudes, which they will give to the class.

## **HANDOUTS/PREPARATION:**

Everyone will need a copy of the *Attitude autobiography* handout.

# **“Attitude autobiography”** *Explore and formulate your own attitudes and beliefs regarding the five topics below, and prepare an autobiography describing your attitudes.*

Name: \_\_\_\_\_ Per: \_\_\_\_\_ Date: \_\_\_\_\_

**ATTITUDES** cause us to feel, behave, and think about people, ideas, and things. In this activity you will explore your attitudes on the following topics:

- ❖ *Politics*
- ❖ *Education*
- ❖ *Clothing Styles*
- ❖ *Dating/Friend Choices*
- ❖ *Personal Ideologies*
- ❖ *Other – Ask your teacher if you would like to propose an alternative to one of these choices.*

To determine your attitudes on these topics, questions are suggested below on each topic. The class will brainstorm additional questions to add to this list. It may be the case that you haven't considered how you feel about some or all of these issues. In that case, time will be spent educating yourself as you see fit (we will brainstorm ways to do this) and spending time in personal reflection about the topics. Your task will be to answer the questions relating to each issue. The final product will be an autobiography, which includes text and pictures that demonstrate your attitudes on the aforementioned topics. A rubric on the second sheet explains how the autobiography will be graded. You will present your autobiography to the class.

## ❖ *Politics*

- *With what political party are your views aligned?*
- *What is your understanding of the views of that party?*
- *What influences helped you determine that you agree with that party's perspective?*
- *What other questions could someone answer which would help us understand his or her attitude on politics?*
- *Below are some Internet resources that may help you in formulating your political ideology. What other resources could you use to help determine your perspective?*
- <http://www.isidewith.com/political-quiz>
- <http://www.self-gov.org/quiz.html>
- <http://www.selectsmart.com/PRESIDENT/>

## ❖ *Education*

- *Should education be mandatory? To what grades? Why?*
- *Who should pay the bill for education at the various levels? Why?*
- *What classes should be taught?*
- *If you go to “Survey of Beliefs and Attitudes About Education” found at <http://www.newfoundations.com/GALLERY/Edsurvey.html>, it includes questions that may help determine your attitudes on education. Answer the questions on this site for an evaluation of your attitude on education. Questions include ones such as:*
  - *What knowledge and skills are worth learning?*
  - *What are the ultimate goals of education?*
  - *How can we tell whether our goals have been achieved?*
  - *How are skills and factual knowledge acquired?*
  - *What conditions promote/inhibit learning?*
  - *What makes a good teacher? What methods should be used?*

### ❖ Clothing Styles

- Do you see what you wear as a means of self-expression?
- What sorts of outfits do you wear in a typical school week?
- Where do you shop for clothing?
- Would you enjoy being required to wear a uniform to school such as khaki pants and a collared shirt? If you are required to wear a uniform, would you rather be able to choose your own outfits?
- What rules do you think a school should enforce in a dress code?
- What would you consider to be “your style”?
- Go “shopping” on-line. Choose 10 articles of clothing you would choose to purchase, which you would wear, regardless of price. What are they? What do the items you chose say about your style?
- What factors determine (have determined) what you wear?
- One site you may find helpful is: <http://fashion.about.com/cs/teentips/a/teenscene.htm>

### ❖ Dating/Friend Choices

- An interesting article found at the following link discusses research on the topic of how teens choose their friends. <http://msutoday.msu.edu/news/2013/how-teens-choose-their-friends/>
- Some questions you may ask yourself as you consider your attitudes on friendship and dating include:
  - How do you define the “right kind of friend,” or what would describe your perfect “significant other”?
  - How important is it to choose the right kind of friends or significant other?
  - How will I know if the people I hang around are the kind of people that will lead me down the wrong path in life?
  - What kind of people do I really want to be seen with and does it matter?
  - Who are some of your better friends?
  - What qualities describe these friends?
  - What qualities describe people you once called “friends?” What caused you to no longer be friends?

### ❖ Personal Ideology

- How would you define “a person’s values” or “a person’s ideologies?”
- Using this definition, describe a few of what you would consider to be “your ideologies” that you follow, and provide examples of times when you have demonstrated these views in your behavior.
- Have these perspectives ever been questioned by others (peers, parents, etc.)? If so, describe the event(s)? How did you handle the situation(s)?
- From what sources do you derive your personal ideologies?

- ❖ Other – Is there another topic that you would like to explore as a substitute for one of these suggestions? If so, propose a series of questions like the ones above which would help others and yourself explore your attitudes on that topic.

**“Attitude autobiography”** *The following rubric will be used to grade your autobiography. The components of your autobiography will include a cover page, written entries that reflect your attitudes on each topic, and illustrations or pictures that enhance the interest of each entry.*

Element Assessment	Points Possible	Points Received
Your cover page is designed to reflect the content within your autobiography.	Cover-5	___/5
The written entries include your thoughts, detailed answers to a sampling of the questions provided, and pertinent examples that represent your attitudes on the topics.	Politics-10 Education-10 Clothing Styles-10 Dating/Friends-10 Personal Ideologies-10	___/50
Illustrations and pictures are evident in each section, which provide clarity about your attitudes and make the book interesting	Politics-5 Education-5 Clothing Styles-5 Dating/Friends-5 Personal Ideologies-5	___/25
There are very few spelling/mechanical/grammatical errors.	10	___/10
The book is neat, creative, and presentable	10	___/10
Total: ___/100		

# LESSON #32 “Memories”

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## **STANDARDS:**

National Standards for High School Psychology (2011):

COGNITION DOMAIN

AP® Psychology Standards (2013):

VII. Cognition

Indiana Academic Standards for Psychology (2014):

Standard 3: Cognition

## **OBJECTIVE:**

Students will formulate examples of various memories they have and classify them according to the types of memories they are.

## **PROCEDURE:**

Students will complete the handout, including examples the various memories that are relevant to them.

## **HANDOUTS/PREPARATION:**

Each student will need a copy of the *Memories* handout.

# **“Memories”** *Provide examples of the various memories listed below.*

Name: \_\_\_\_\_ Per: \_\_\_\_\_ Date: \_\_\_\_\_

Give an example of each of the following memories that you have, and explain how each one is important to you.

Semantic Memory: \_\_\_\_\_

How is this memory important to you?

\_\_\_\_\_

Episodic Memory: \_\_\_\_\_

How is this memory important to you?

\_\_\_\_\_

Implicit Memory: \_\_\_\_\_

How is this memory important to you?

\_\_\_\_\_

Explicit Memory: \_\_\_\_\_

How is this memory important to you?

\_\_\_\_\_

What is your first memory?: \_\_\_\_\_

\_\_\_\_\_

What might this memory say about you? \_\_\_\_\_

\_\_\_\_\_

Describe an example of both PROACTIVE and RETROACTIVE interference that has happened to you or to someone else you know.

Proactive Interference: \_\_\_\_\_

\_\_\_\_\_

Retroactive Interference: \_\_\_\_\_

\_\_\_\_\_

# LESSON #33 “Thanks for the memories”

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## **STANDARDS:**

National Standards for High School Psychology (2011):

COGNITION DOMAIN

AP® Psychology Standards (2013):

VII. Cognition

Indiana Academic Standards for Psychology (2014):

Standard 3: Cognition

## **OBJECTIVE:**

As an extension to Lesson #32, students can prepare a video presentation of some of their best examples of the various types of memories.

## **PROCEDURE:**

Students will complete Lesson #32.

Students will divide into production teams to video tape a presentation for the class.

Students will present their videos when they are complete.

## **HANDOUTS/PREPARATION:**

Students will need their answers to Lesson #32. The teacher should have graded these for accuracy.

The students will need access to video equipment for creating their presentations.



**“Thanks for the memories”** *Present the various memories you have summarized in Lesson #32 in a video production with your group.*

**Your Name:**\_\_\_\_\_ **Per:**\_\_\_\_\_ **Date:**\_\_\_\_\_

**Other group members:**\_\_\_\_\_

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*Your production team will use selections from your answers to Lesson #32 as the basis for an episode of a make-believe TV show, “Thanks for the memories.” Using a format of audience participation, demonstrations, and clever skits you will present the information in a fun and entertaining way.*

*Your team of 4-5 students will collaborate to design your program. Within your production, you should define key vocabulary (the types of memories and interference) and provide examples of all types of memories and interference. The entire program should last approximately 10 minutes with each person sharing an equal portion of the screen time.*

---

*The following criteria will be used in the grading of your video presentation:*

*Accuracy of information = 15*

*Professionalism and preparedness of presentation = 10*

*Entertainment value =15*

*Total: 40 points*

# LESSON #34 “Collaborating on creativity”

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## **STANDARDS:**

National Standards for High School Psychology (2011):

COGNITION DOMAIN

AP® Psychology Standards (2013):

VII. Cognition, XI. Testing and individual differences

Indiana Academic Standards for Psychology (2014):

Standard 3: Cognition

## **OBJECTIVE:**

Students will work with a partner to explore the topic of creativity and devise an assessment of creativity to conduct with their peers.

## **PROCEDURE:**

Distribute the handout.

Allow students time to collaborate with a partner.

Once students have designed their creativity assessment, provide them time to give their test to their classmates.

One partner will be designated as partner A. The other is partner B. As you have students take the tests, do so in 2 rounds. During the first round, the partners who are A's will sit with the tests and the B's will rotate through the stations. During the second round, the partners who are B's will sit with the tests and the A's will rotate through the stations. Students should be instructed that the tests they devise should take 1-2 minutes to complete. You may have to do the rounds on 2 different days depending on your class size.

## **HANDOUTS/PREPARATION:**

Each pair needs a set of instructions.

Students may need to provide materials for their tests.

## **“Collaborating on creativity”** *Complete the following items with a partner.*

**Name:**\_\_\_\_\_ **Per:**\_\_\_\_\_ **Date:**\_\_\_\_\_

- 1.) In your own words, define INTELLIGENCE.
- 2.) In your own words, define CREATIVITY.
- 3.) What are 3 possible reasons why it would be necessary to test or measure intelligence?
- 4.) What are 3 possible reasons why it would be necessary to test or measure creativity?
- 5.) Devise a method for testing or measuring intelligence. Describe how you would go about measuring intelligence. (It may be helpful to have a particular age group in mind first, such as high school students, and go from there).
- 6.) Devise a method for testing or measuring creativity. You will actually be giving your test of creativity to your classmates, so not only do you need to develop a measurement for creativity, but you also need to develop a grading scale that could be used to quantify the creativity of your participants. Describe your test here then create the test. You will need enough copies or supplies for everyone in the class to take the test.

# LESSON #35 “Examining the theories”

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## **STANDARDS:**

National Standards for High School Psychology (2011):

COGNITION DOMAIN

AP® Psychology Standards (2013):

VII. Cognition, XI. Testing and individual differences

Indiana Academic Standards for Psychology (2014):

Standard 3: Cognition

## **OBJECTIVE:**

Student will discriminate among the theories of intelligence by listing the different concepts introduced by a variety of theorists.

## **PROCEDURE:**

Distribute the handout, and allow students time in class to work. This could also be a take home assignment.

## **HANDOUTS/PREPARATION:**

A class set of the *Examining the theories* handout.

## “Examining the theories” *Consider the various contributions made by each theorist.*

Name: \_\_\_\_\_ Per: \_\_\_\_\_ Date: \_\_\_\_\_

I am: Howard Gardner

The words I added to the discussion of intelligence include: \_\_\_\_\_

\_\_\_\_\_

Based on my research, people possess intelligence if they: \_\_\_\_\_

\_\_\_\_\_

I am: Robert Sternberg

The words I added to the discussion of intelligence include: \_\_\_\_\_

\_\_\_\_\_

Based on my research, people possess intelligence if they: \_\_\_\_\_

\_\_\_\_\_

I am: Daniel Goleman

The words I added to the discussion of intelligence include: \_\_\_\_\_

\_\_\_\_\_

Based on my research, people possess intelligence if they: \_\_\_\_\_

\_\_\_\_\_

I am: Charles Spearman

The words I added to the discussion of intelligence include: \_\_\_\_\_

\_\_\_\_\_

Based on my research, people possess intelligence if they: \_\_\_\_\_

\_\_\_\_\_

We are: Simon Binet and Lewis Terman

The words we added to the discussion of intelligence include: \_\_\_\_\_

\_\_\_\_\_

Based on our research, people possess intelligence if they: \_\_\_\_\_

\_\_\_\_\_

I am: David Wechsler

The words I added to the discussion of intelligence include: \_\_\_\_\_

\_\_\_\_\_

Based on my research, people possess intelligence if they: \_\_\_\_\_

\_\_\_\_\_

# LESSON #36 “Intelligence test”

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## **STANDARDS:**

National Standards for High School Psychology (2011):

COGNITION DOMAIN

AP® Psychology Standards (2013):

VII. Cognition, XI. Testing and individual differences

Indiana Academic Standards for Psychology (2014):

Standard 3: Cognition

## **OBJECTIVE:**

As an extension of Lesson #34, or as a standalone project, students will create an original test of intelligence.

## **PROCEDURE:**

Distribute the instructions.

Divide students into pairs.

Students will create an original test of intelligence. They will need copies for students to take samples of their tests.

Alternatively, students could use an online format for their tests.

Students will use time in class to answer sample questions from the tests their classmates created.

## **HANDOUTS/PREPARATION:**

Students will need a copy of the instructions.

Students will need time in class to collaborate.

Students will need a means for creating samples of their tests for classmates to take, or they could create these online.

## **“Intelligence test”** *With a partner, collaborate to create an intelligence test for your classmates to take.*

Name: \_\_\_\_\_ Per: \_\_\_\_\_ Date: \_\_\_\_\_



Some schools have what they call a “Senior Liberal Arts Honors” program. Seniors in such programs take a set of required courses, including:

- ☐ Honors Math,
- ☐ Honors Language Arts,
- ☐ Honors Social Studies, and
- ☐ Honors Science courses.
- ☐ Honors Fine Arts courses (including visual and performing arts), and an
- ☐ Advanced Physical Education course is also required.

Administrators have decided **only 50 seniors** out of the 200 who have applied will be admitted into this program.

To be sure that only the top-quality students are in the program:

**You and your partner will devise samples of a test that students would take.**

**The top performers will be placed in the program.**

**A student’s GPA, class rank, or other prerequisite courses will also be considered,  
but these are not part of what your test will measure.**

You will construct samples of your test and a scoring instrument, which will be used to grade the test. Then, you and your partner will present your test to others in the class and have volunteers attempt to answer your sample questions. You may create handouts, visuals, or other instruments to aide your presentation. You need to create a sample of materials that would appear on the test.

30 points:

1. 10 for testing instrument
2. 10 for scoring instrument
3. 10 for your presentation to the class

Qualities that will be considered in grading your test:

- ❖ Gauge of overall intelligence, as needed for program
- ❖ Clarity of explanation of administering test
- ❖ Samples of test material to demonstrations intelligence and how it would be graded. It may be impossible to present all components of your “dream test.” You may envision including 100 math questions. You should simply give some samples of the questions you would use and how they would be graded.

# LESSON #37 “Children’s book”

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## **STANDARDS:**

National Standards for High School Psychology (2011):

INDIVIDUAL VARIATIONS DOMAIN

AP® Psychology Standards (2013):

VIII. Motivation and emotion

Indiana Academic Standards for Psychology (2014):

Standard 4: Personality, assessment, and mental health

## **OBJECTIVE:**

Students will write a children’s book using concepts related to thinking and intelligence

## **PROCEDURE:**

Distribute the instruction sheets.

Students may have time in class to work on this project or you may assign it for homework.

It might be a fun extension activity to arrange a time for your students to present their books to children in an elementary school classroom.

## **HANDOUTS/PREPARATION:**

A class set of the handout.

Materials students will need to make their book, such as art supplies or computer/printer access.



# **“Children’s book”** *Follow the instructions below to create a children’s book on concepts related to thinking and language.*

Name: \_\_\_\_\_ Per: \_\_\_\_\_ Date: \_\_\_\_\_  
Partner’s Name: \_\_\_\_\_

You and a partner have been commissioned, as “experts” on the content over thinking and language. Your task is to write a children’s book that addresses the concepts related to thinking and language to the level 6-8 year old would understand. Your requirement will be to use the terms listed below and explain those words through the characters’ dialogue and/or narrator’s use of them. Your creativity will drive the success of this project. Imagine a child says to you, “I don’t think I will do well in school!” and he or she is frightened to go to school. Use the children’s book you write as a means to communicate to the young person that he or she is equipped with a great deal of skill by virtue of his or her language and thinking abilities.

- 20 points = There are 25 words. Use, explain, and **boldface** or underline these words in your story. (The use and explanation must be accurate to earn points.)  
10 points = Type and/or neatly write and assemble your book.  
10 points = Creativity of story and use of illustrations in your book, which may be hand-drawn (or clipart may be taken from the Internet. List art sources you “borrow” in a bibliography at the end, if necessary.)
- 
- 40 points

## **Required Concepts:**

Phoneme	Morpheme	Creativity	Schema	<i>g</i> factor
Multiple intelligences	Aptitude	Achievement	Mental set	Prototype
Syntax	Algorithm	Heuristics	Hindsight bias	Whorf hypothesis
Babbling	1-word stage	Telegraphic speech	Language acquisition device	semantics

# LESSON #38 “Emotion in advertising”

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## **STANDARDS:**

National Standards for High School Psychology (2011):

INDIVIDUAL VARIATIONS DOMAIN

AP® Psychology Standards (2013):

VIII. Motivation and emotion

Indiana Academic Standards for Psychology (2014):

Standard 4: Personality, assessment, and mental health

## **OBJECTIVE:**

Students will analyze print ads and online ads for their use of emotion as a selling strategy.

## **PROCEDURE:**

Students will choose and review 5 advertisements in either print or online commercial format and analyze their content.

## **HANDOUTS/PREPARATION:**

Students will need a copy of the *Emotion in advertising* handout and either a selection of magazines or access to the Internet.

Debrief students afterward as you allow them to share a variety of advertisements they found.

**“Emotion in advertising”** Choose five, school-appropriate advertisements from any magazine or online source (YouTube, etc.) and analyze each for its selling strategies. For each of the 5, answer the following questions:

Name: \_\_\_\_\_ Per: \_\_\_\_\_ Date: \_\_\_\_\_

AD #1

Part 1: The Advertisement

What is the source? (If it's a magazine, list the title, date, and page number. If it's online, what's the web address?) \_\_\_\_\_

What is the product? \_\_\_\_\_

Part 2: Emotion in Advertisement : Think seriously about each ad and take time to notice details that you normally overlook. Be sure to go beyond superficial observations and pay close attention to details.

Does it employ emotional appeals or is it more rational, fact-based? (If it is fact-based, it won't work for this assignment.)

Who is the ad targeting and how can you tell? \_\_\_\_\_

Part 3: Overall effect

*If it's in a still-shot (on a page in a magazine or one screen online):* How does the ad design convey the advertisers' message? Why do you think particular elements (fonts, photographs, etc.) were chosen, and how do they help establish an overall mood for the ad? \_\_\_\_\_

*If it's a commercial:* How are images, camera angles and movements, music and other visual elements used to convey messages in the ad? \_\_\_\_\_

*For both:* In the imagery, what appears in the foreground versus the background? Why do you think these choices were made? \_\_\_\_\_

Part 4: Reflection

What do you learn from the ad about the actual qualities of the product? (Try to distinguish here between factual versus emotional appeals.) \_\_\_\_\_

AD #2

Part 1: The Advertisement

What is the source? (If it's a magazine, list the title, date, and page number. If it's online, what's the web address?) \_\_\_\_\_

What is the product? \_\_\_\_\_

Part 2: Emotion in Advertisement : Think seriously about each ad and take time to notice details that you normally overlook. Be sure to go beyond superficial observations and pay close attention to details.

Does it employ emotional appeals or is it more rational, fact-based? (If it is fact-based, it won't work for this assignment.)

Who is the ad targeting and how can you tell? \_\_\_\_\_

### Part 3: Overall effect

*If it's in a still-shot (on a page in a magazine or one screen online):* How does the ad design convey the advertisers' message? Why do you think particular elements (fonts, photographs, etc.) were chosen, and how do they help establish an overall mood for the ad? \_\_\_\_\_

*If it's a commercial:* How are images, camera angles and movements, music and other visual elements used to convey messages in the ad? \_\_\_\_\_

*For both:* In the imagery, what appears in the foreground versus the background? Why do you think these choices were made? \_\_\_\_\_

### Part 4: Reflection

What do you learn from the ad about the actual qualities of the product? (Try to distinguish here between factual versus emotional appeals.) \_\_\_\_\_

## AD #3

### Part 1: The Advertisement

What is the source? (If it's a magazine, list the title, date, and page number. If it's online, what's the web address?) \_\_\_\_\_

What is the product? \_\_\_\_\_

Part 2: Emotion in Advertisement : Think seriously about each ad and take time to notice details that you normally overlook. Be sure to go beyond superficial observations and pay close attention to details.

Does it employ emotional appeals or is it more rational, fact-based? (If it is fact-based, it won't work for this assignment.)

Who is the ad targeting and how can you tell? \_\_\_\_\_

### Part 3: Overall effect

*If it's in a still-shot (on a page in a magazine or one screen online):* How does the ad design convey the advertisers' message? Why do you think particular elements (fonts, photographs, etc.) were chosen, and how do they help establish an overall mood for the ad? \_\_\_\_\_

*If it's a commercial:* How are images, camera angles and movements, music and other visual elements used to convey messages in the ad? \_\_\_\_\_

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*For both:* In the imagery, what appears in the foreground versus the background? Why do you think these choices were made? \_\_\_\_\_

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#### Part 4: Reflection

What do you learn from the ad about the actual qualities of the product? (Try to distinguish here between factual versus emotional appeals.) \_\_\_\_\_

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#### AD #4

##### Part 1: The Advertisement

What is the source? (If it's a magazine, list the title, date, and page number. If it's online, what's the web address?) \_\_\_\_\_

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What is the product? \_\_\_\_\_

Part 2: Emotion in Advertisement : Think seriously about each ad and take time to notice details that you normally overlook. Be sure to go beyond superficial observations and pay close attention to details.

Does it employ emotional appeals or is it more rational, fact-based? (If it is fact-based, it won't work for this assignment.)

Who is the ad targeting and how can you tell? \_\_\_\_\_

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##### Part 3: Overall effect

*If it's in a still-shot (on a page in a magazine or one screen online):* How does the ad design convey the advertisers' message? Why do you think particular elements (fonts, photographs, etc.) were chosen, and how do they help establish an overall mood for the ad? \_\_\_\_\_

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*If it's a commercial:* How are images, camera angles and movements, music and other visual elements used to convey messages in the ad? \_\_\_\_\_

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*For both:* In the imagery, what appears in the foreground versus the background? Why do you think these choices were made? \_\_\_\_\_

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#### Part 4: Reflection

What do you learn from the ad about the actual qualities of the product? (Try to distinguish here between factual versus emotional appeals.) \_\_\_\_\_

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## AD #5

### Part 1: The Advertisement

What is the source? (If it's a magazine, list the title, date, and page number. If it's online, what's the web address?)\_\_

What is the product?\_\_\_\_\_

Part 2: Emotion in Advertisement : Think seriously about each ad and take time to notice details that you normally overlook. Be sure to go beyond superficial observations and pay close attention to details.

Does it employ emotional appeals or is it more rational, fact-based? (If it is fact-based, it won't work for this assignment.)

Who is the ad targeting and how can you tell? \_\_\_\_\_

### Part 3: Overall effect

*If it's in a still-shot (on a page in a magazine or one screen online):* How does the ad design convey the advertisers' message? Why do you think particular elements (fonts, photographs, etc.) were chosen, and how do they help establish an overall mood for the ad? \_\_\_\_\_

*If it's a commercial:* How are images, camera angles and movements, music and other visual elements used to convey messages in the ad?\_\_\_\_\_

*For both:* In the imagery, what appears in the foreground versus the background? Why do you think these choices were made? \_\_\_\_\_

### Part 4: Reflection

What do you learn from the ad about the actual qualities of the product? (Try to distinguish here between factual versus emotional appeals.)\_\_\_\_\_

Part 5: Compare and contrast: After you've done Parts 1-4 for all 5 ads, compare and contrast the ads as a group. What strategies, if any, do they share? How are they different? Are there any interesting patterns you notice? If you had to categorize each ad based on its strategy, how would you do so? (For example, "celebrity endorsements" and "before-and-after" are two possible categories.)\_\_\_\_\_

# LESSON #39 “Haunting theories”

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## **STANDARDS:**

National Standards for High School Psychology (2011):

INDIVIDUAL VARIATIONS DOMAIN

AP® Psychology Standards (2013):

VIII. Motivation and emotion

Indiana Academic Standards for Psychology (2014):

Standard 4: Personality, assessment, and mental health

## **OBJECTIVE:**

Students will analyze theories of emotions using various “haunting situations.” This is perfect when you are teaching theories of emotions in the fall around Halloween.

## **PROCEDURE:**

Distribute the handout and allow students to use their text or online resources to guide their answers. Debrief afterward to make sure students understand the theories.

## **HANDOUTS/PREPARATION:**

Each student will need a *Haunting theories* handout.

# **“Haunting theories”** *Using your text or information you find online, answer the following questions about the various theories of emotions.*

Name: \_\_\_\_\_ Per: \_\_\_\_\_ Date: \_\_\_\_\_

1. What is the James-Lange theory of emotion? \_\_\_\_\_  
\_\_\_\_\_
2. If someone went to a Haunted House and was afraid when a masked man chased her with a chainsaw, how would the James-Lange theory suggest that her body would react? \_\_\_\_\_  
\_\_\_\_\_
3. What is the Cannon-Bard theory of emotion? \_\_\_\_\_  
\_\_\_\_\_
4. If a little boy went to Trick or Treating and was frightened by his neighbor dressed up like a witch when she opened the door, how would the Cannon-Bard theory suggest that he would react? \_\_\_\_\_  
\_\_\_\_\_
5. What is the Schachter-Singer theory of emotion (also known as the Schachter Two-Factor theory)? \_\_\_\_\_  
\_\_\_\_\_
6. Suppose you were walking through a corn maze on a dark and scary night when all of a sudden, a ferocious coyote jumped out and began growling at you and your friends. How would the Schachter Two-Factor Theory suggest that you would react? \_\_\_\_\_  
\_\_\_\_\_
7. How is Robert Zajonc’s theory of emotion different from the other three theories above? \_\_\_\_\_  
\_\_\_\_\_
8. Suppose you are trying to fall asleep after watching Saw IV when all of a sudden you hear a loud bang across your dark room. How would Robert Zajonc suggest that you would react? \_\_\_\_\_  
\_\_\_\_\_
9. Critical thinking: Which of these theories do you agree with the most, or would you propose a different theory? Why or why not? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# LESSON #40 “Acting on emotions”

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## **STANDARDS:**

National Standards for High School Psychology (2011):

INDIVIDUAL VARIATIONS DOMAIN

AP® Psychology Standards (2013):

VIII. Motivation and emotion

Indiana Academic Standards for Psychology (2014):

Standard 4: Personality, assessment, and mental health

## **OBJECTIVE:**

Students will display their understanding of theories on emotion through short skits.

## **PROCEDURE:**

Create 6 groups, 2 for each of the following theories: Cannon-Bard, James-Lange, and Schachter-Singer.

Distribute the appropriate instructions to each group.

Allow the groups time to prepare and perform their skits.

## **HANDOUTS/PREPARATION:**

Each group needs a copy of the appropriate handout for their theory.

Each group will need a copy of a textbook or explanation of their theory.

## **“Acting on emotions”** *Follow the instructions provided as you prepare a skit to present to the class.*

Name: \_\_\_\_\_ Per: \_\_\_\_\_ Date: \_\_\_\_\_

### **James-Lange – Group One Jobs to fill: Reader – Recorder – Actors – Presenters (“explainers”)**

In your group you will be working with the **James-Lange Theory**. Read through this theory together in your book to get a good understanding of the theory. Take notes so you will be able to explain it to the class. You are to advocate that your theory is valid. Interpret the following situation using your theory, and present it to the class as such.

*Someone grabs you from behind by the shoulder and shoves you hard enough to throw you off balance. You don't fall, however, and you don't know who grabbed you. What emotion is evoked? When is it evoked?*

The point is to clarify the fine points of your theory through this skit.

After you have practiced the above scenario, devise another situation that might be used to test the validity of your theory. Practice this scenario and be prepared to present it to the class as well.

## **“Acting on emotions”** *Follow the instructions provided as you prepare a skit to present to the class.*

Name: \_\_\_\_\_ Per: \_\_\_\_\_ Date: \_\_\_\_\_

### **James-Lange – Group Two Jobs to fill: Reader – Recorder – Actors – Presenters (“explainers”)**

In your group you will be working with the **James-Lange Theory**. Read through this theory together in your book to get a good understanding of the theory. Take notes so you will be able to explain it to the class. You are to advocate that your theory is valid. Interpret the following situation using your theory, and present it to the class as such.

*Someone grabs you from behind by the shoulder and shoves you hard enough to throw you off balance. You don't fall, however, and you don't know who grabbed you. What emotion is evoked? When is it evoked?*

The point is to clarify the fine points of your theory through this skit.

After you have practiced the above scenario, devise another situation that might be used to test the validity of your theory. Practice this scenario and be prepared to present it to the class as well.

## **“Acting on emotions”** *Follow the instructions provided as you prepare a skit to present to the class.*

Name: \_\_\_\_\_ Per: \_\_\_\_\_ Date: \_\_\_\_\_

### **Cannon-Bard – Group One Jobs to fill: Reader – Recorder – Actors – Presenters (“explainers”)**

In your group you will be working with the **Cannon-Bard Theory**. Read through this theory together in your book to get a good understanding of the theory. Take notes so you will be able to explain it to the class. You are to advocate that your theory is valid. Interpret the following situation using your theory, and present it to the class as such.

*Someone grabs you from behind by the shoulder and shoves you hard enough to throw you off balance. You don't fall, however, and you don't know who grabbed you. What emotion is evoked? When is it evoked?*

The point is to clarify the fine points of your theory through this skit.

After you have practiced the above scenario, devise another situation that might be used to test the validity of your theory. Practice this scenario and be prepared to present it to the class as well.

## **“Acting on emotions”** *Follow the instructions provided as you prepare a skit to present to the class.*

Name: \_\_\_\_\_ Per: \_\_\_\_\_ Date: \_\_\_\_\_

### **Cannon-Bard – Group Two Jobs to fill: Reader – Recorder – Actors – Presenters (“explainers”)**

In your group you will be working with the **Cannon-Bard Theory**. Read through this theory together in your book to get a good understanding of the theory. Take notes so you will be able to explain it to the class. You are to advocate that your theory is valid. Interpret the following situation using your theory, and present it to the class as such.

*Someone grabs you from behind by the shoulder and shoves you hard enough to throw you off balance. You don't fall, however, and you don't know who grabbed you. What emotion is evoked? When is it evoked?*

The point is to clarify the fine points of your theory through this skit.

After you have practiced the above scenario, devise another situation that might be used to test the validity of your theory. Practice this scenario and be prepared to present it to the class as well.

## **“Acting on emotions”** *Follow the instructions provided as you prepare a skit to present to the class.*

Name: \_\_\_\_\_ Per: \_\_\_\_\_ Date: \_\_\_\_\_

### **Schachter-Singer – Group One Jobs to fill: Reader – Recorder – Actors – Presenters (“explainers”)**

In your group you will be working with the **Schachter and Singer's Theory**. Read through this theory together in your book to get a good understanding of the theory. Take notes so you will be able to explain it to the class. You are to advocate that your theory is valid. Interpret the following situation using your theory, and present it to the class as such.

*Someone grabs you from behind by the shoulder and shoves you hard enough to throw you off balance. You don't fall, however, and you don't know who grabbed you. What emotion is evoked? When is it evoked?*

The point is to clarify the fine points of your theory through this skit.

After you have practiced the above scenario, devise another situation that might be used to test the validity of your theory. Practice this scenario and be prepared to present it to the class as well.

## **“Acting on emotions”** *Follow the instructions provided as you prepare a skit to present to the class.*

Name: \_\_\_\_\_ Per: \_\_\_\_\_ Date: \_\_\_\_\_

### **Schachter-Singer – Group One Jobs to fill: Reader – Recorder – Actors – Presenters (“explainers”)**

In your group you will be working with the **Schachter and Singer's Theory**. Read through this theory together in your book to get a good understanding of the theory. Take notes so you will be able to explain it to the class. You are to advocate that your theory is valid. Interpret the following situation using your theory, and present it to the class as such.

*Someone grabs you from behind by the shoulder and shoves you hard enough to throw you off balance. You don't fall, however, and you don't know who grabbed you. What emotion is evoked? When is it evoked?*

The point is to clarify the fine points of your theory through this skit.

After you have practiced the above scenario, devise another situation that might be used to test the validity of your theory. Practice this scenario and be prepared to present it to the class as well.

# LESSON #41 “The motivation apprentice”

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## **STANDARDS:**

National Standards for High School Psychology (2011):

INDIVIDUAL VARIATIONS DOMAIN

SOCIOCULTURAL CONTEXT DOMAIN

AP® Psychology Standards (2013):

VIII. Motivation and emotion and XIV. Social Psychology

Indiana Academic Standards for Psychology (2014):

Standard 4: Personality, assessment, and mental health

Standard 5: Social-cultural dimension of behavior

## **OBJECTIVE:**

Students will apply theories of motivation to creating an advertisement for a product.

## **PROCEDURE:**

Divide students into groups.

Allow them time to follow the instructions and guide them to materials they can use either from home or in the classroom.

Students will present their advertisements to the class.

You could also require students in each group to prepare item #5 in writing.

## **HANDOUTS/PREPARATION:**

All students will need a handout and materials to create their advertisements.

# **“The motivation apprentice”** *Select a product for which you will create an advertising campaign.*

Name: \_\_\_\_\_ Per: \_\_\_\_\_ Date: \_\_\_\_\_

## **Select a Product:**

Food  
Toiletry  
Clothing item  
Technology/computer device  
Sports car  
Cleaning product  
Children’s toy

## **The Process:**

1. Decide on what you will call your product (a catchy name, perhaps).
2. Determine who your audience will be for your advertisements (for instance, will you market this to children, teens, women, men, etc.
3. Create a jingle, #, or campaign slogan for your product.
4. Prepare both a commercial and a print ad for your product, which you will present to the class.
5. As you consider your advertising campaign, consider the terms related to motivation below, and select three which will be included in your ads. After your presentation, see if they can guess which ones you used. If they can’t guess, tell them, and describe where you incorporated those concepts.

## **Concepts to Consider:**

Foot-in-the door	intrinsic motivation	extrinsic motivation	incentives
Drive theory	arousal theory	Maslow’s hierarchy terms	self-concept
Central route to persuasion	peripheral route to persuasion	conformity	modeling

# LESSON #42 “Looking back”

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## **STANDARDS:**

National Standards for High School Psychology (2011):

INDIVIDUAL VARIATIONS DOMAIN

DEVELOPMENT AND LEARNING DOMAIN

AP® Psychology Standards (2013):

IX. Developmental psychology and X. Personality

Indiana Academic Standards for Psychology (2014):

Standard 2: Development

Standard 4: Personality, assessment, and mental health

## **OBJECTIVE:**

Students will consider Erik Erikson’s stages of psychosocial development as they write a biography of a fictitious character. They will take the reader through a description of how the character resolved each crisis either successfully or unsuccessfully.

## **PROCEDURE:**

Distribute the instructions.

Allow students time to brainstorm ideas and ask questions.

Allow time in class for students to read their stories or excerpts of their stories to the class.

## **HANDOUTS/PREPARATION:**

Each student will need an instruction sheet and materials to prepare their stories. You may require them to type or handwrite their stories. You could add an element of creativity by requiring students to illustrate their work. Some students have written beautiful poetry as opposed to prose for this assignment.

**“Looking back”** *Follow the instructions below as you prepare a biography about a fictional character using Erik Erikson’s stages of psychosocial development.*

Name: \_\_\_\_\_ Per: \_\_\_\_\_ Date: \_\_\_\_\_

You are going to write a biography from Erikson’s psychological perspective about a fictional, elderly man or woman. Take the reader back to your character’s infancy through old age, and describe in your story how his or her personality was affected by the way the crises below were resolved. Provide details about how each conflict was resolved by using Erikson’s terminology in your writing. Be creative and HAVE FUN!!

You may use the following template to guide you as you think of how each crisis was resolved for your character. You will fill in this chart, which will be used as a guide for the teacher when grading your final product.

Trust vs. Mistrust	Trust
	Mistrust
Autonomy vs. Shame and Doubt	Autonomy
	Shame and Doubt
Initiative vs. Guilt	Initiative
	Guilt
Industry vs. inferiority	Industry
	Inferiority
Identity vs. Role Confusion	Identity
	Role Confusion
Intimacy vs. Isolation	Intimacy
	Isolation
Generativity vs. Stagnation	Generativity
	Stagnation
Integrity vs. Despair	Integrity
	Despair

# LESSON #43 “Personality song”

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## **STANDARDS:**

National Standards for High School Psychology (2011):

INDIVIDUAL VARIATIONS DOMAIN

AP® Psychology Standards (2013):

X. Personality

Indiana Academic Standards for Psychology (2014):

Standard 4: Personality, assessment, and mental health

## **OBJECTIVE:**

Students will select a song that represents their personality and prepare a speech relating their personality to theories they have studied. They will present their speech to the class as their song is played in the background.

## **PROCEDURE:**

Prepare a handout for each student and allow time in class for each student to present after they have had time to prepare.

## **HANDOUTS/PREPARATION:**

Students will each need a *Personality song* handout.

They will need access to an iPod dock, CD player, or other music device in class for their presentation.



**“Personality song”** *Explore your personality as it relates it to the theories we have covered in class, and set it to music as you follow the instructions below.*

Name: \_\_\_\_\_ Per: \_\_\_\_\_ Date: \_\_\_\_\_

1. *Choose a song (keep the explicit lyrics at home) that you feel says something about you, your personality, and/or how you express yourself. We will play 2-3 minutes of it in class.*
2. *As the song plays you will start by describing your personality simply as you see yourself. You are welcome to share any aspect(s) of yourself you are willing to discuss which are appropriate for the classroom. 😊*
3. *After reading Freud’s, Jung’s, Adler’s, Rogers’, and Maslow’s theories of personality, incorporate aspects of two or more of these theorists’ ideas into your description of yourself which illustrate you have an understanding of their ideas and can apply them.*

You will be graded based on the requirements listed above, including:

(a) Length of presentation (2-3 minutes of dialogue related to the outline above)	10 points
(b) Your own description of your personality	10 points
(c) Your application of at least two theorists’ ideas to your personality	<u>20 points</u>
Total:	40 points

Have fun with this assignment! Use this opportunity to get to know the ideas of the theorists as well as yourself!

# LESSON #44 “Diagnosis journal”

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## **STANDARDS:**

National Standards for High School Psychology (2011):

INDIVIDUAL VARIATIONS DOMAIN and APPLICATIONS OF PSYCHOLOGICAL SCIENCE DOMAIN

AP® Psychology Standards (2013):

XII. Abnormal behavior and XIII. Treatment of abnormal behavior

Indiana Academic Standards for Psychology (2014):

Standard 4: Personality, assessment, and mental health

## **OBJECTIVE:**

Students will explore a psychological disorder in depth by preparing a journal written by a fictitious character dealing with mental illness.

## **PROCEDURE:**

Distribute the instructions to the class.

Allow them sufficient time to work, in or out of class.

Students will present selections of their work to the class.

The class will try to guess what disorder the student is trying to illustrate in their writing.

You may allow each student to choose which disorder they will work with, or you may randomly assign them to your class so that all are represented.

## **HANDOUTS/PREPARATION:**

Students will need a handout of the instructions.

# **“Diagnosis journal”** *Prepare 5 journal entries as you follow the instructions below.*

Name: \_\_\_\_\_ Per: \_\_\_\_\_ Date: \_\_\_\_\_

## **Your task:**

In this assignment you are going to write 5 journal entries from the perspective of a person who is suffering from a mental illness. The various disorders that will be used in the class are listed below. You may not reveal the name your diagnosis in your journal entries. You must allow your symptoms – as described throughout your entries – to reveal your character’s disorder. Each journal entry must be at least 2-3 paragraphs each with 5-7 thoughtful sentences. Your character may be of any age, gender, or background. The journal entries may be written as 5 consecutive days or spaced apart however you would like. You will share your journals entries in class, as a patient might share them with a therapist. The class will attempt to diagnose your character with the disorder you are trying to convey in your writing. You must include accurate clues related to the symptoms of your disorder. The disorder must be one that is discussed in your text, and the entries you write must be appropriate for class discussion.

This assignment is worth 25 points, 5 for each entry.

## **Grading criteria:**

Accuracy  
Connection to the text  
Required length  
Appropriateness for class  
Mature presentation style

## **Possible disorders from which to choose include:**

- (1) Attention-deficit hyperactivity disorder
- (2) Schizophrenia
- (3) Autism
- (4) Delusional (paranoid) disorder
- (5) Conversion disorder
- (6) Hypochondriasis
- (7) Somatization disorder
- (8) Dissociative disorder
- (9) Paranoid personality disorder
- (10) Schizotypal disorder
- (11) Antisocial personality disorder
- (12) Borderline personality disorder
- (13) Histrionic personality disorder
- (14) Narcissistic personality disorder
- (15) Avoidant personality disorder
- (16) Dependent personality disorder
- (17) Obsessive-compulsive disorder
- (18) Depression
- (19) Seasonal affective disorder
- (20) Bipolar disorder
- (21) Multiple personality disorder
- (22) Psychogenic amnesia
- (23) Agoraphobia

# LESSON #45 “Career exploration”

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## **STANDARDS:**

National Standards for High School Psychology (2011):

APPLICATIONS OF PSYCHOLOGICAL SCIENCE DOMAIN

AP® Psychology Standards (2013):

I. History and approaches

Indiana Academic Standards for Psychology (2014):

Standard 1: History and Scientific Method

## **OBJECTIVE:**

Students will explore careers in psychology as they create a brochure related to the field of psychology today.

## **PROCEDURE:**

Distribute the instructions.

If you have time in class, you could have students create their brochures in the computer lab or from home.

Students will need to locate and contact someone practicing in the field of psychology or a related field.

They will also need to access a current occupational outlook guide online.

They will present their finished products to the class.

## **HANDOUTS/PREPARATION:**

Each student will need a copy of the *Career exploration* handout.

## **“Career exploration”** *Follow the instructions below as you create a brochure about a career in the field of psychology.*

Name: \_\_\_\_\_ Per: \_\_\_\_\_ Date: \_\_\_\_\_

*The audience for your brochure is high school students who are considering a career in psychology.  
Your layout, design, and word choice should reflect the audience.*

The psychology-related career you are researching is: \_\_\_\_\_

### **The brochure must include detailed, accurate information on the following topics:**

- ☐ An overview of the career you are exploring, describing what a professional in this career would do on a daily basis (15 points);
- ☐ A description of the education required for a professional in this career (5 points);
- ☐ A list of the skills someone in this profession would need to exhibit (10 points)
- ☐ Insight from a person who practices in that profession in the form of quotes you will include in your brochure. You will contact someone by phone or email to learn more about their work (15 points); although you will be limited in the space within your brochure to provide all of the details of your contact with this person, you will have time in class to share more when you give your presentation.
- ☐ An occupational outlook – What jobs opportunities are available in this field and what would a typical salary be for someone practicing in this career? (10 points)

### **Additional components:**

- ☐ You will present your brochure to the class along with a discussion of your interview or email exchange with the professional in your area of interest.
- ☐ Neatness – extremely important (layout, writing, pictures, etc.) (10 points)

*You can create a tri-fold or bi-fold brochure, or it could be a single sheet. You will present your brochures to the class.*

Total: 65 points

### **There are dozens of occupations related to psychology. Here are just a few:**

Admissions counselor	Advertising	Animal behaviorist	Art therapist
Attorney/mediator	Clinical psychologist	Cognitive psychologist	Counselor
Counseling psychologist	Customer relations specialist	Daycare provider	Child psychologist
Developmental psychologist	Educational psychologist	Environmental psychologist	Researcher
Forensic investigator	Grief counselor	Guidance Counselor	Health psychologist
Human factors psychologist	Human resources specialist	I/O psychologist	Law enforcement
Marriage therapist	Music therapist	Neurologist	Nurse
Nursing home/elder care	Occupational therapist	Social worker	Zoologist

# LESSON #46 “Promoting wellness”

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## **STANDARDS:**

National Standards for High School Psychology (2011):

APPLICATIONS OF PSYCHOLOGICAL SCIENCE DOMAIN

AP® Psychology Standards (2013):

I. History and approaches

Indiana Academic Standards for Psychology (2014):

Standard 1: History and Scientific Method

Standard 4: Personality, assessment, and mental health

## **OBJECTIVE:**

Students will apply psychological concepts as they prepare a plan to improve their own health and wellness.

## **PROCEDURE:**

Distribute the instructions and allow students time to prepare their plans.

This assignment provides task for a 5-day period. Upon completion of each day’s tasks there are opportunities scheduled for students to share their work.

## **HANDOUTS/PREPARATION:**

Each student will need a *Promoting wellness* handout.

Students will need access to their texts or online materials to complete the questions.

**“Promoting wellness”** *Follow the instructions below as you make a plan to improve your health and wellness using psychological principles. Use your text or online resources to help you answer the questions below.*

Name: \_\_\_\_\_ Per: \_\_\_\_\_ Date: \_\_\_\_\_

### Promoting Wellness Project

Day 1 – (due at the start of class on Day 2):

1. Describe a research finding that relates to exercise.
2. Describe a research finding that relates to wellness and one’s relationship with family and friends.
3. What is the faith factory? Describe the findings of a study related to the faith factor.
4. What is Positive Psychology?
5. What are the results of positive experiences?
6. What is flow?
7. What do psychologists have to say about happy people?
8. What is explanatory style, and how does it affect wellness?
9. What is a finding related to smoking and wellness?
10. How does BMI affect wellness?
11. How does weight control affect wellness?

Day 2 (due at the start of class on Day 3): Reflect on a “Perfect Day”. Write a journal about an imaginary perfect day, as if it is bedtime, and you are writing in a journal about the perfect day you had. From morning until night, include who you were with, what you did, what you ate, how you felt, etc.

Day 3: What are 5 things that you do or don’t do that may be negatively affecting your health? List them. Then, describe how you could/should end those negative things or add positive replacements. On Day 3 you will brainstorm and share your ideas.

Day 4: To the best of your ability, you should live out the changes you proposed on Day 3. At the end of the day, you will write a journal to reflect on how you felt on Day 4. You will share these on Day 5.

Day 5: We will discuss your journal entries from Day 4 and reflect on your healthy week ☺

# LESSON #47 “School-phobia”

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## **STANDARDS:**

National Standards for High School Psychology (2011):

APPLICATIONS OF PSYCHOLOGICAL SCIENCE DOMAIN

AP® Psychology Standards (2013):

XIII. Treatment of abnormal behavior

Indiana Academic Standards for Psychology (2014):

Standard 4: Personality, assessment and mental health

## **OBJECTIVE:**

Students will explore a variety of treatment techniques that could be used to overcome phobias.

## **PROCEDURE:**

Distribute the handout and allow students to brainstorm ideas.

Students should have an opportunity to share their suggestions in class.

## **HANDOUTS/PREPARATION:**

A class set of the *School-phobia* handout.



## **“School-phobia”** *Help Jaden recover from school-phobia as you follow the instructions below.*

**Name:**\_\_\_\_\_ **Per:**\_\_\_\_\_ **Date:**\_\_\_\_\_

A young kindergarten student, Jaden, has been diagnosed with “scolionophobia,” which is a fear of going to school. On multiple occasions, Jaden’s teacher has had to send him home because he was so afraid. His parents have decided to seek treatment, and a school psychologist suggests that there are multiple techniques that could help the young boy overcome his paralyzing fear.

These techniques include:

Classical Conditioning

Operant Conditioning

Observational Learning

Your task is to describe how each of these techniques could be used to help Jaden overcome his fear. You should use the appropriate terminology related to each technique as you describe your plans.

Classical Conditioning:

Operant Conditioning:

Observational Learning:

# LESSON #48 “Stress and you”

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## **STANDARDS:**

National Standards for High School Psychology (2011):

APPLICATIONS OF PSYCHOLOGICAL SCIENCE DOMAIN

AP® Psychology Standards (2013):

XIII. Treatment of abnormal behavior

Indiana Academic Standards for Psychology (2014):

Standard 4: Personality, assessment and mental health

## **OBJECTIVE:**

Students will examine the effects of stress as they prepare a stress inventory and evaluate the impact stress may be having on their own well-being.

## **PROCEDURE:**

Distribute the handout and allow students time to work with a partner, and then individually, to answer the questions.

## **HANDOUTS/PREPARATION:**

Each student will need a *Stress and you* handout.

**“Stress and you”** Consider the effects of stress as you follow the instructions below. Your work will go on a separate sheet of paper, except for the last two where lines are provided for your responses.

Name: \_\_\_\_\_ Per: \_\_\_\_\_ Date: \_\_\_\_\_

**Stress Inventory...** With a partner, you are going to create a survey called a Stress Inventory. Your stress inventory will have two parts. The first part will include a list of possible stressful events/situations a person may experience. For each item listed, you and your partner will assign it a number ranging from 1-100 as to “how stressful” you think it might be in relation to the other items. You may have the same number for more than one item. For example, you might rate “final exams = 50” and “athletic competition = 50”. At the end of taking the first part of your inventory, a person would have a composite stress score. Your task is to come up with as many items as you can that might produce stress. The second part of the inventory is a list of possible stress reducers. For each item listed, you and your partner will assign a number ranging from 1-100 as to “how calming” the item is in relation to the other items you consider. You may have the same number for more than one item. For example, you might rate “1 hour of exercise = 25” and “1 hour of talking to a friend = 25.” Your task is to come up with as many items as you can that might reduce stress.

**Stress and YOU!** Individually, I want you to write in detail about a stressful time that you wouldn’t mind sharing with the class. Describe the event, what caused the situation, how you felt at the time, what effect the stress had on you, specific ways you dealt with the situation (productively or not), and how the stressful situation was resolved.

**In Detail...** I would like you to deeply consider 3 of the stressful events you listed in your stress inventory. What do you think would be the most effective steps to deal with each of those stressful situations you chose? For each of those situations, consider what would happen if they were not properly managed. What results may come to the individual, short term and long term?

How can you deal with events to keep stress to a minimum? \_\_\_\_\_

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What may happen if stress is not properly managed? \_\_\_\_\_

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# LESSON #49 “Guest speaker guide”

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## **STANDARDS (may vary depending on speaker):**

National Standards for High School Psychology (2011):

APPLICATIONS OF PSYCHOLOGICAL SCIENCE DOMAIN

AP® Psychology Standards (2013):

I. History and approaches

Indiana Academic Standards for Psychology (2014):

Standard 4: Personality, assessment and mental health

## **OBJECTIVE:**

Students will learn from a guest speaker about their work in the field of psychology or a field related to psychology.

## **PROCEDURE:**

Connect with someone in your area whose career relates to the subject you are studying. Examples of speakers may include: college professors, practicing psychiatrists or counseling psychologists, probation officers, dietitians/nutritionists, sports psychologists, social workers, neurologists, etc.

Arrange an opportunity for your class to visit this individual or to have him/her come to your class as a guest speaker.

Distribute the listening guides for students to take notes as they hear from the speaker.

## **HANDOUTS/PREPARATION:**

Each student will need a copy of the *Guest speaker guide*.

Be sure to confirm with your speaker before the event, and ask if there are any handouts or materials he/she would like your students to read before the visit. You might also share with them excerpts of the materials your students will have read which relate to the topic they will discuss in advance.

## **“Guest speaker guide”** *Follow the instructions below as we hear from our guest speaker.*

**Name:**\_\_\_\_\_ **Per:**\_\_\_\_\_ **Date:**\_\_\_\_\_

*Please ONLY keep this sheet and something to write with on your desk and remove all other materials from the tops of your desks.*

*Listen politely and attentively as our speaker presents.*

*Respond to the questions below as you hear from our guest.*

**Guest Speaker’s Name:**\_\_\_\_\_

**His/her profession:**\_\_\_\_\_

As the speaker presents, summarize the 5 main topics he/she addresses. (10 points)

1.

2.

3.

4.

5.

As the speaker presents, generate 5 questions that you could ask following the presentation. When she asks for questions, raise your hand ☺ (10 points)

1.

2.

3.

4.

5.

(5 points) In 5-6 sentences, explain how your speaker’s job relates to what we’ve learned this year. Remember, we’ve studied many topics including: *Scientific Inquiry, Biopsychology, Development and Learning, Sociocultural psychology, Cognition, Individual Variations, and Applications of Psychological Science.*

# LESSON #50 “Summer research project”

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## **STANDARDS:**

National Standards for High School Psychology (2011):

SCIENTIFIC INQUIRY DOMAIN

AP® Psychology Standards (2013):

II. Research Methods

Indiana Academic Standards for Psychology (2014):

Standard 1: History and Scientific Method

## **OBJECTIVE:**

Students will explore topics related to psychology as they engage in research and prepare a presentation to be given to the class at the beginning of the school year.

## **PROCEDURE:**

Distribute the requirements for the assignment before the end of the school year.

Students will present their projects when they return from summer vacation.

These instructions refer to the use of the INSPIRE database, TurnItIn.com and Blackboard/Learn, which are programs we use where I teach. You may need to talk to your school’s media specialist to see what your students should use to help them find the most academic and reliable sources. You may need to revise the instructions to specify the software and programs your students will use.

## **HANDOUTS/PREPARATION:**

Every student will need the instructions for the project.

You may assign topics at random or allow students to select a topic that is of interest to them. Suggestions for topics are included at the end of the instruction packet.

## **“Summer research project”** *Follow the instructions below as you prepare for a presentation that you will give when we return from summer vacation.*

Name: \_\_\_\_\_ Research topic: \_\_\_\_\_

*Advice/Disclaimer: You are strongly encouraged to begin working on this project early in the summer. It involves conducting academic research, writing an annotated bibliography, creating a PowerPoint or Prezi, and giving a 10-13 minute speech. A hard copy of the annotated bibliography and a flash drive containing your PowerPoint or Prezi are due the first day of school. Presentations will begin the following day. (The summer project is worth 100 points.)*

- **Find 10 sources on your topic and create an Annotated Bibliography** (1/3 of project grade) – Use a research database such as INSPIRE to find academic sources. It is necessary to find reliable resources that will help you produce a high-quality final product. The public library also may have books on your topic, which you could use as resources. Once you’ve compiled your 10 resources, read them. Then, you will create a reference sheet called an Annotated Bibliography. This is similar to a bibliography, reference, or works cited page you may have created for other research papers. The difference is (and what makes it an Annotated Bibliography), below each citation, you will write a paragraph of approximately 100-150 words describing each of your 10 sources.
- Your Annotated Bibliography will be written in APA style (not MLA). Instructions for APA style are below. Again, resources must be academic, reliable, and professional sources. Remember, books and scholarly journals are preferred and may be accessed using a research database. Although there are more than scholarly journals on INSPIRE, you will use Advanced Search options and ask the database to limit your results to journals and full text works. It will also provide you with examples of annotations. These examples provided are not to be duplicated, as you will submit your annotated bibliography through “TurnItIn.com” and plagiarism will result in a zero on the entire project. An annotated bibliography means that you cite the source, the author, date of publication, publisher (if applicable), and write a paragraph that describes and summarizes the resource. If you have questions as to what constitutes an academic, reliable, professional source, email your teacher prior to the first week of August. Emails received after the first week of August may not be responded to in time to allow you to adjust your work. An example of an annotated bibliography in APA style follows at the bottom of the page. **See your rubric (below) for more details on how your Annotated Bibliography will be graded.**
- The sources on your annotated bibliography are to be listed in alphabetical order by the last name of the first author listed with each source. An example of **annotated bibliography** (includes a citation w/ paragraph description of the source) is below. Each annotation should be approximately 100-150 words. There is also a link on how to use APA style available at <http://www.library.cornell.edu/resrch/citmanage/apa>. On this page, you’ll scroll down approximately 1/3 of the page to see how to prepare your references. Your annotation (paragraph) will immediately follow your citation, as in the example below. <http://www.library.cornell.edu/resrch/citmanage/apa>

Waite, L. J., Goldschneider, F. K., & Witsberger, C. (1986). Nonfamily living and the erosion of traditional family orientations among young adults. *American Sociological Review*, 51 (4), 541-554.

The authors, researchers at the Rand Corporation and Brown University, use data from the National Longitudinal Surveys of Young Women and Young Men to test their hypothesis that nonfamily living by young adults alters their attitudes, values, plans, and expectations, moving them away from their belief in traditional sex roles. They find their hypothesis strongly supported in young females, while the effects were fewer in studies of young males. Increasing the time away from parents before marrying increased individualism, self-sufficiency, and changes in attitudes about families.

- **Create a 30-40 slide Power Point (or Prezi) Presentation on your topic** (1/3 of grade) – Your font size must be at least 28 point font, and you may include a maximum of 15-words per slide. Save your Power Point to a flash drive in a program that can be opened and presented at school. Site your sources throughout the Power Point if you directly quote information from your sources.
  - Slides are appealing and enjoyable for the audience to watch with a balance of text and pictures.
  - Again, you are to include no more than 15 words per slide to help you refrain from “reading” from the slides during your speech.
  - Slides must relate to presentation and enhance your speech by highlighting and illustrating important ideas. **Before you create your Power Point, see your rubric for more details on how your Power Point will be graded**
  
- **Prepare a 10-13 minute, timed speech on your topic** (1/3 of grade)
  - Speeches will not be read (meaning, you will not write a speech and “read it” to the class.) As such, you will not be permitted to bring a written paper to the podium to read. However, you may use up to 20 note cards with important points that you want to emphasize. Again, this is a speech, not a “reading” – [So do NOT type speech, cut it out, and paste it to note cards.]
  - Information should be conveyed in an interesting and compelling way. Ideas are to be presented clearly. Information is to be compelling, accurate and up to date. The length of your speech will fit the time requirement from beginning to end of no less than 10 minutes and no more than 13. If any part of your presentation involves the infusion of media or class participation, that additional time will not add to or take away from the 10-13 minutes of the presentation that is required. If you want to include any such additions to your presentation, which may increase your overall time, please email me for approval, as time and classroom management on presentation days is essential.
  - Practice delivering your speech several times before school starts to so you are familiar with the content. Ask for help with pronunciation in advance, if you have any questions. It is important to convey your information conversationally and comfortably to your audience. **See your rubric for more details on how your Speech will be graded.**
  
- The first day of school, bring a flash drive that includes your PowerPoint/Prezi. Bring in a hard copy of your annotated bibliography, **but know that you will also be required to submit it on Blackboard through Turn It In.com, so be sure you have saved this document.** Presentations will start the following day in random order.



## Grading Criteria

	<b>Unacceptable</b> (0%)	<b>Poor</b> (60%)	<b>Good</b> (80%)	<b>Excellent</b> (100%)
<b>Speech - Time Limit</b> (10% Weighting)	0 percent Time limit is missed or exceeded beyond 4 minutes. A corresponding percentage deduction on the overall project will be assessed if presentation doesn't meet the minimum time.	6 percent Time limit is missed or exceeded up to 4 minutes. A corresponding percentage deduction on the overall project will be assessed if the length of the presentation doesn't meet the min. time.	8 percent Time limit is missed or exceeded up to 2 minutes. A corresponding percentage deduction on the overall project will be assessed if the length of the presentation doesn't meet the minimum time.	10 percent Speaking time is 10-13 minutes. Any time spent dealing with technical difficulties, interruptions, etc. that may stall or interfere with a presentation will not add to one's time.
<b>Speech - Content</b> (10% Weighting)	0 percent Inaccurate information or unreliable sources lacking academic origins. Presentation may focus on just one or only a few of the references.	6 percent Information may lack accuracy or come from sources that lack academic origins. Sources presented may not be reliable and credible. Presentation focuses on one or only a few of the references.	8 percent Information is accurate and academic in origin, having come from reliable and credible sources. Presentation shares ideas from a several resources, but may focus on just one or only a few of the references.	10 percent Information is accurate and academic in origin, having come from reliable and credible sources. Presentation shares ideas from a wide-variety of resources, not focusing entirely on one or only a few of the references.
<b>Speech - Presentation</b> (10% Weighting)	0 percent May include: Excessive errors; weak or inappropriate language; strays from topic excessively; reads note cards or PowerPoint excessively; unorganized.	6 percent Weak and/or inappropriate language/grammar. Student "reads" Power Point/notes in excess. Presentation not academic, smooth, well-rehearsed, or conversational. Focus/organization may be weak.	8 percent Focused with few major tangents or errors. Uses accurate language appropriate to topic. Student limits, but may at times, "read" from PowerPoint or notecards. Presentation is good but may not appear well rehearsed or conversational to the class. Most ideas are organized and focussed.	10 percent Uses proper grammar and precise language appropriate to the topic. Student uses Power Point or note cards as a reference but doesn't "read" from them, presenting a comfortable, well-rehearsed, and conversational speech. Content is organized, focussed, and easy to follow.
<b>PowerPoint - Length</b> (10% Weighting)	0 percent Misses or exceeds 30-40 slide limit by 10 or more slides (not created or unrelated). Typed information is lacking or exceeds 15 word limit throughout.	6 percent Misses or exceeds 30-40 slides by up to 8 slides (not created/unrelated). Throughout presentation, typed information inconsistently highlights important ideas or 15 word limit exceeded throughout.	8 percent Misses or exceeds 30-40 slide limit by up to 4 slides (not created or unrelated to topic). Typed information highlights some important information throughout the Power Point. 15 word limit may be exceeded on a few slides.	10 percent Contains 30-40 slides related to topic. Typed information highlights important ideas throughout the Power Point, but 15 word limit on slides is not exceeded.
<b>Power Point - Content</b> (10% Weighting)	0 percent No/few slides relate. Lacks balance of text and pictures. Content lacks accuracy, thoroughness, or academic quality.	6 percent Some slides relate. Relies too heavily on either text or pictures. Content may lack accuracy, thoroughness, or academic quality.	8 percent Most/all slides are relevant to topic. Good blend of text, pictures, and effects, but more or less of one or the other would have made presentation more academic. Content is still accurate, current, thorough, and academic.	10 percent All slides are relevant to presentation. Excellent blend of text, pictures, and effects to convey accurate, academic content. Not too much or too little of either. Content is accurate, current, thorough, and academic.

<b>PowerPoint - Interest</b> (10% Weighting)	0 percent Majority of slides are uninteresting or unrelated, difficult to read, or do not enhance presentation. Shows a lack of effort.	6 percent Some slides enhance and relate to topic, but overall effort is not evident. Text, pictures, effects may not relate to topic or add little interest.	8 percent Most slides enhance and relate to spoken presentation. Font, color, pictures, effects make slides easy to read and interesting to watch. Pictures correspond with organization of speech. Not a "cookie cutter" slide show, but not excellent.	10 percent All slides enhance and relate to spoken presentation. Font, colors, pictures, effects make slides readable and interesting to watch. Content corresponds with topic of speech. Not a boring, "cookie cutter" presentation. Stands out as superior to comparison presentations.
<b>Annotated Bibliography - APA Style</b> (10% Weighting)	0 percent Bibliography includes fewer than 5 sources and/or APA Style is used incorrectly or inconsistently on most, if not all, sources.	6 percent Bibliography may include fewer than 10 resources and/or APA Style is used incorrectly or inconsistently on most sources.	8 percent Uses at least 10 resources, but 1 or more errors are found with the use of APA Style. *Note: The accuracy of some sites that automatically generate citations have shown inaccuracies in the past. Use other sources with caution. Use <a href="http://owl.english.purdue.edu/owl/resource/560/01/">http://owl.english.purdue.edu/owl/resource/560/01/</a> .	10 percent Uses at least 10 resources, cited in APA Style, following the instructions at <a href="http://owl.english.purdue.edu/owl/resource/560/01/">http://owl.english.purdue.edu/owl/resource/560/01/</a> . *Note: The accuracy of some sites that automatically generate citations have shown inaccuracies in the past. Use other sources with caution.
<b>Annotated Bibliography - Annotation</b> (10% Weighting)	0 percent Annotations are not provided or fail to follow instructions or word length for more than half of the 10 required references.	6 percent Annotations are not provided for half the 10 required sources or fails to follow the instructions or word length for half of the required sources.	8 percent Annotation of approximately 150 words accompanies at least 8 sources. Annotations summarize & critique each source. Word limit is not missed by more than 50 words for any source.	10 percent An annotation, which is a paragraph of approximately 150 words, follows each source. The paragraphs describe and evaluate each source. Suggested word limit is not missed or exceeded by more than 50 words for any source.
<b>Annotated Bibliography - Source Quality</b> (10% Weighting)	0 percent Fewer than 5 sources meet the expectation of being academic, reliable, professional sources. Fewer than 5 sources follow distributed criteria of academic, reliable, and professional sources.	6 percent At least 5 sources meet the expectation of being academic, reliable, professional sources. At least 5 sources follow distributed criteria of academic, reliable, and professional sources.	8 percent At least 7 sources meet the expectation of being academic, reliable, professional sources. At least 7 sources follow distributed criteria of academic, reliable, and professional sources.	10 percent Minimum of 10 sources used meet the expectation of being academic, reliable, professional sources. At least 10 sources follow distributed criteria of academic, reliable, and professional sources.
<b>Deadline</b> (10% Weighting)	0 percent None of the assignment was complete on the due date. An additional 20% off the overall project grade will be taken per school day that the assignment is late. At 5 days, grade will be a 0.	6 percent One component was complete on the due date. An additional 20% off the overall project grade will be taken per school day that the completed assignment is late. At 5 days, grade will be a 0.	8 percent At least two of components of the assignment were complete on the due dates. An additional 20% off the overall project grade will be taken per school day that the completed assignment is late. At 5 days, grade will be a 0.	10 percent The Power Point, annotated bibliography, and speech were completed in compliance with their corresponding

**The follow is a list of possible topics. Students can also propose their own areas of interest to explore:**

Adolescent Development (how we grow cognitively, socially, emotionally)  
Altruism: Who, what, when, where, why, how  
Classical Conditioning  
Cognitive Psychology  
Cognitive Development (how we grow cognitively from infancy through adolescence)  
Conformity  
Consumer Psychology  
Culture and IQ testing  
Depth Perception: Monocular and Binocular Cues  
Developmental Psychology  
Dissociative Disorders  
Educational Psychology  
Emotional Intelligence  
Genie and feral children  
Groupthink and Group Polarization  
Hemispheric Specialization  
How does parenting of male vs. female children differ relative to gender roles and cultures  
Industrial/Organizational Psychology  
Insanity Defense  
IQ Tests: Validity of and problems with  
Loci of control (internal and external)  
Myers Briggs Type Inventory  
Operant Conditioning  
Phineas Gage and what can be learned from traumatic brain injuries  
Play therapy  
Prejudice: Research related to the psychology of prejudice  
Problems with Eyewitness Testimony  
Psychoanalytic Perspective and the work of Sigmund Freud  
Social Facilitation and Social Inhibition  
Split brain Procedure and Split brain Research  
Synesthesia and other disorders of perception  
The case of Kitty Genovese and bystander apathy  
The importance of first impressions and the primacy effect  
The psychology of Death and Dying and the research of Elizabeth Kubler-Ross  
The work and research of Benjamin Whorf  
The work and research of Hans Selye  
The work and research of Jean Piaget  
The work and research of Martin Seligman  
The work and research of Mary Ainsworth  
The work and research of neo-Freudians, such as Carl Jung, Alfred Adler, and Karen Horney  
The work and research of Paul Ekman  
The work and research of Stanley Milgram  
The work and research of Stanley Milgram and Philip Zimbardo  
The work and research of Zick Ruben and Robert Sternberg  
Types of research in Psychology -Case studies, naturalistic observation, experimentation, and survey technique

# “Starting a Psychology Club”

## Step One:

Have a callout meeting at a convenient time for students to attend (before or after school, during lunch or a seminar period, depending on your school’s schedule.) If your school has a club or activity fair or bulletin board to use, advertise your callout meeting.

## Step Two:

Advertise! Invite past and present students of psychology and students not enrolled who may just have a special interest in learning more about psychology.

## Step Three:

Brainstorm activities in your area that might interest your students. Present these at your callout meeting. At the meeting, ask students to share why they are interested in joining a club about psychology!

## Step Four:

Decide if your club will have officers, a constitution, and dues. If so, recruit a committee of your most interested students to help define these and other procedures your club will follow.

## Step Five:

Determine a means of communicating for your events. Will you create a Facebook page or Twitter account? Will you use school announcements, posters, a certain bulletin board, text message blasts, or a tool such as Remind101?

## Step Six:

Gather information from those attending your callout, including name, phone number and email address.

## Step Seven:

Plan a get-to-know you activity or ice-breaker for your callout, or ask a few interested students to plan these for your “first official meeting” on a later date.

## Step Eight:

Prepare a calendar where you will post events. Will you try to have one event per month? Will you have regular meetings?

## Step Nine:

Plan your activities! Possibilities include:

Trips to daycares for naturalistic observation

Go to a local Children’s Museum

Plan movie nights, either at school or local theater

Visit a mental hospital or medical museum

Participate as a group in an Alzheimer’s walk

Celebrate Brain Awareness Week

Visit the zoo and speak to animal behaviorists

Host a career panel or invite guest speakers

Ethnic dinners – exploring cultural norms

Go to an art museum (Sensation & Perception)

Volunteer at a homeless shelter

Design and carry out a research project

Visit an area college campus and explore their psychology department.

Get together with another area Psychology Club for idea sharing and networking!

## Step Ten:

Enjoy! Have Fun! Contact me with any questions: Amanda Vanderbur [avanderbur@zcs.k12.in.us](mailto:avanderbur@zcs.k12.in.us)