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Psychology Activities

Volume 5: Theory, Theorists & Therapy

- Psychological Theories
- Psychological Theorists
- Psychological Therapies

Created by Kathleen M. Glusick

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Introduction

About This Book

The activities provided in this booklet are created to enrich psychology classes. They provide hands-on activities and demonstrations that engage students in the active study of psychology through experimentation.

This volume introduces social psychology concepts such as hindsight bias, social facilitation, compliance to authority, and self-fulfilling prophecy. These activities clarify the terms, procedures, and means to analyze experiments that students either perform or learn about through class and readings.

These psychology activities were created during the development of an experimental psychology course for a high school classroom. The suggestions provided in textbooks and other supplemental material did not offer the hands-on, experimental approach sought by the course instructor. As the class was to be taught in a school utilizing block scheduling (ninety and seventy-five minute classes), lessons that kept students active and interested while demonstrating the key components of psychology were developed. The classroom lessons and materials were used and refined over a two-year period during which four sections of the new psychology course were taught.

The essential goals for each activity were to make them easy to use, to involve and engage the students, and to clarify key psychology concepts.

The topics covered in this booklet, and other *Psychology Activities* volumes, parallel general Psychology textbooks and should be used as a supplemental aid. The activities and demonstrations clarify basic psychology concepts and allow students to see the effect or impact of a concept first hand.

All lessons were created with the teacher and student in mind. The purpose for each lesson is clearly stated and a specific list of materials required for each lesson is provided. Procedures are written in a step-by-step format to allow for easy implementation into a block or typical schedule format. The discussion questions provide closure to the activity and can be done as a class or as individual work to check for student understanding. Hints or tips are offered throughout the booklet to assist teachers in adapting lessons to fit their needs or the ability level of students. The Glossary, which concludes each booklet, defines psychology and experiment terms used throughout the lessons. Student handouts include all necessary instructions and directions as well as material to assist in data collection. Finally, the material is organized in such a way that incorporating the lessons into an existing curriculum is easy and enjoyable.

Current research indicates that students who are actively engaged in the learning process retain information better than those who are passive participants in the classroom. *Psychology Activities* was created with this concept in mind. The hands on approach to Psychology that this booklet offers will spark and maintain student interest. Being involved as subjects and experimenters allows students to become an active part of their own learning. Participation in these activities also provides students with an episodic memory of a classroom experience, strengthening the concepts being taught and therefore improving learning. Most importantly, when students are actively engaged, they have more fun. These activities make the study of psychology an enjoyable experience for everyone!

About the Author

Kathleen M. Glusick graduated from the University of Wisconsin – Madison with a Bachelor's degree in Broad Field Social Studies and a minor in Psychology. She completed her Master's of Education through Cardinal Stritch University in Milwaukee, Wisconsin. She taught World Cultures, Citizenship, Sociology, and Experimental Psychology during her high school teaching career. After completing her thesis, *The Impact of Brain-Compatible Physical Structures on Classroom Learning*, Peanut Publishing was created to enhance involvement in the classroom by providing teachers with student centered activities.

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INTRODUCTORY ACTIVITIES

LESSON 1: THEORY ASSOCIATION

PURPOSE:

- Introduce terms commonly used when learning about psychological theory
- Allow students to call upon prior knowledge of psychological theory
- Clarify misconceptions about terms and theorists
- Open dialogue about psychological theories and theorists

MATERIALS:

- Transparency of "Theory Association Terms," page 2

PROCEDURE:

- Instruct students to get out a sheet of paper and number it from 1 to 12.
- Explain to students that you will be reading off the question: "What comes to mind when you hear the word: _____. The blank will be filled in with various terms/people related to psychological theories."
- Students are to write down the first word/thought that comes to mind.

HINT: Inform students that they will be sharing their answers with a classmate or the entire class, so responses should be serious and honest.

- Read the question printed above, filling in the blank with the words that appear on the "Theory Association Terms" transparency (p. 2).
- Allow appropriate time for students to respond to each term before moving on.
- Once the list of terms has been read and responded to, pair students together to share responses.
- Show the transparency of Theory Association Terms (p. 2) and instruct the pairs to review their responses for the first three terms.
- After appropriate sharing time, prompt discussion of the terms using the Discussion Questions below.
- Have students find a new partner and repeat the process for the next three terms. Continue repeating until all 12 terms have been discussed.

HINT: To add movement, give students creative ways to pair with one another. Create pairs based on similar height, same shoe size, same birthday month, same color shirt, same distance from school, similar hand size, etc. This allows students to work with people they may otherwise not choose to work with, as well as let students learn more about one another.

DISCUSSION QUESTIONS:

- Did any pair have the same or similar answers? Share with the class.
- Who thinks their partner has a "correct" answer? Share with the class.
- Who has an unusual answer that they can explain to the class?
- Who would like to share their answers and discuss why they associate the terms?

THEORY ASSOCIATION TERMS

WHAT COMES TO MIND WHEN YOU HEAR THE WORD: _____?

1) Freud
2) Conditioning
3) Family Therapy
4) Psychoanalysis
5) Shock Therapy
6) B. F. Skinner
7) Behavior Therapy
8) Cognitive Theory
9) Trait Approach to Personality
10) Humanistic Theory
11) Biological Theory
12) Structuralism

LESSON 2: DEVELOPING THEORIES

PURPOSE:

- Illustrate the difficulty in explaining human behavior
- Demonstrate the need for different theories and approaches to therapy
- Allow students to be creative through acting and theorizing

MATERIALS:

- Copies of "Student Handout: Scenarios," page 4
- Copies of "Student Handout: Theory Guide," page 5

PROCEDURE:

- Have students sit together in six randomly divided groups.
- Distribute a copy of one section of the student handout: "Scenarios," (p. 4) to each group.
- Explain to students that they are going to act out a skit for the class. The material they were given in the scenario should be the main point of the skit, but they need to develop a scene and characters. Give an appropriate time limit for prep work and expectations for participation.
- When groups are ready to present their skits, distribute the student handout: "Theory Guide," (p. 5) to all students.
- Explain to students that at the conclusion of each skit, you will assign two groups to develop a theory to explain the odd behavior portrayed in each skit. Have these students note the "odd" behavior on their handouts, but instruct them *not to do any analysis* until all of the skits have been performed. (Students should not be writing and working while other skits are going on – they should be watching them all because they will be assigned another skit to analyze and they should not miss any content.)
- At the conclusion of all skits, group members must do their own analysis of their two assigned skits. Students should not be talking or sharing information at this time.
- After an appropriate time limit, groups should share their theories and come to a consensus on which proposed theory they think is the best (the one that makes the most sense).
- Going in the order in which the skits were presented, the two groups assigned to analyze the skit should explain their best theory to the class. The class can then take a standing vote on their favorite theory. (Students can stand on one side of the room in support of one theory, and another side of the room in support of the other theory – allowing for movement and a visual for the class to remember.)
- Repeat this procedure for each of the six skits.

STUDENT HANDOUT: SCENARIOS

Scenario One:

Both of Margaret's parents died in a plane crash last year and since then, Margaret is afraid to leave her house. She has two children, one in school and one at home with her. She has missed all of her daughter's school functions this year and has most of their food delivered to her house. Her friends come by to pick up her youngest child so that he can go to places like the zoo and the park, because Margaret won't go outside. When asked why she does this, she has no explanation – she just says, "Too many things could go wrong".

Scenario Two:

Bobby is a self-proclaimed "neat freak." His cabinets and drawers are labeled so that anyone putting things away knows where they go. His spices are alphabetized, his canned goods in order from smallest to largest, his boxed goods are neatly stacked in rows. The clothes in his closet are arranged by type and color. His office files and bins have typed labels. There is a specific spot for everything. Booby spends half an hour before bed making sure everything is in it's place.

Scenario Three:

Judy has been in five serious relationships, engaged three times, and has stood up her fiancé two times at the alter. Every time she thinks she has found "the one" she finds a reason to back out and run away. She is miserable and doesn't know why she can't trust that she'll be happy with someone.

Scenario Four:

Edward has four credit cards, all of which are spent to the limit. He has over $60,000 in dept and is only 20 years old. Buying things gives him a sense of satisfaction even though he knows that he doesn't have the money to pay for what he buys. Friends and his parents have talked to him about his uncontrolled spending, but he still doesn't stop. He likes to buy expensive things for himself, as well as buy gifts for friends and colleagues.

Scenario Five:

Maria has been labeled with a narcissistic personality disorder. This means that she sees herself as incredibly important and deserving of constant attention. She feels she deserves special treatment, she overestimates what her abilities are, and she is extremely sensitive to criticism.

Scenario Six:

Thomas suffers from major mood swings. He goes from being too carefree and without worries (spending too much money, endangering his life) to being very sad, melancholy, and depressed (sleeping and not eating). Due to his erratic behavior, he has been fired from several jobs and is now on unemployment.

Name: _____

STUDENT HANDOUT: THEORY GIUDE

Instructions: You have been assigned two skits to analyze. Your analysis should include a root cause of behavior, and an explanation of why the behavior is occurring. Complete one of the sections below for each skit.

Skit #1

Odd behavior depicted in skit: _____

Possible root cause of behavior: _____

_____

Describe how the root cause could lead to the behavior depicted: _____

_____

_____

_____

_____

Skit #2

Odd behavior depicted in skit: _____

Possible root cause of behavior: _____

_____

Describe how the root cause could lead to the behavior depicted: _____

_____

_____

_____

_____

THEORIES, THEORISTS, & THERAPIES

LESSON 3: THEORIST TEA PARTY

PURPOSE:

- Engage students through character role play
- Allow students to use knowledge regarding theorists
- Allow students to question and interact with their peers

MATERIALS:

- Copies of "Student Handout: Theorist Biographies," page 7
- Copy of "Table Discussions," page 8 (cut apart with one on each table in an envelope)
- Snacks appropriate for your students/classroom
- Six copies of theorists name tags, cut apart, page 8
- Five cups labeled with a theorist's name and markers such as pennies or cut up pieces of paper – on each table

PROCEDURE:

- Set up six discussion tables (groups of desks) around the room. Place 5 name tags (p. 8) at each table (one of each theorist).
- Randomly divide students into groups of five and have them sit at a table.
- Distribute the student handout: "Theorist Biographies," (p. 7) and select different students to read each biography out loud. (This should be a review of previously learned material.)
- Explain the following activity:
  - "Each of you will choose a name tag from the middle of the table. On the tag is the name of the theorist you will be representing while your group discusses an issue."
  - "In an envelope on your table is the discussion topic for your "tea party." You may open it and read it after these instructions."
  - "You will be given 5-10 minutes to discuss the topic presented to you. Give persuasive arguments based on your assigned position."
  - "When your time is up, you each must vote on whose argument is most logical and best explains the discussed behavior. Vote by putting a "chip" in the cup labeled with the name of the theorist you are voting for."
  - "Each table has a different discussion topic. At the end of voting, your group will move to another table, redraw name tags and repeat the procedure."
  - "Help each other to understand and argue the positions."
- If allowed in your class, provide snacks and drinks for your students to simulate a "tea party" atmosphere.
- Instruct groups to begin and monitor/assist in discussions.
- Time discussions and inform students when it is time to switch tables.

HINT: If, after 2-3 discussions, groups are having a hard time staying on task or working together, mix groups up so that students are interacting with different people.

- End the activity by tallying the "winner" of each discussion table and discussing why that theorist best explained the behavior.

STUDENT HANDOUT: THEORIST BIOGRAPHIES

FREUD: Psychodynamic Approach

This approach looked to explain the unconscious. Hypnosis was often used to discover that behavioral or psychological problems stemmed from shocking or troubling past experiences which people didn't consciously remember. Inner struggles usually involved conflict between trying to satisfy wishes and impulses and the need to abide by societal rules and norms.

WILLIAM JAMES: Functionalist Approach

This approach focused on understanding how consciousness functions, specifically in how it helps people to adapt. How mental processes worked and how they varied between people was looked at. The impact of these processes on learning, memory and intelligence was studied.

WATSON: Behaviorist Approach

This approach felt that psychology should be based on observable behavior and response to various stimuli. He thought the unconscious was useless as it would always remain unknown to researchers. Learning was seen as the most important determinant of behavior. Rewards and punishments help shape, maintain, and change behavior. Looking at individual learning history can explain individual behavior.

ERICSSON: Cognitive Approach

This approach focuses on how information is taken in, represented, and stored. The perception and processing of information is deemed very important. The mental flow of information, regardless of individual awareness of cognitive activity, gives information about overt behavior. They attempt to see how cognitive components produce complex behavior.

DARWIN: Evolutionary Approach

Animal and human behavior is the result of evolution and changes in life form occurring over many generations through natural selection. (Those whose patterns of actions have allowed for survival, mating, and reproduction are able to pass on traits that enable a species to survive.) They try to understand the adaptive value of "abnormal behavior," and the biological and environmental conditions that allow it to occur.

TABLE DISCUSSIONS

1) There is an adult with no memory of the 5th grade.

2) A person reacts to stress by overeating.

3) How does personality develop? For example, what makes one person an introvert and another an extrovert?

4) A person has cynophobia – a fear of dogs. What causes this?

5) A person is a hypochodriac – he constantly fears becoming sick.

6) A female in her 20's is diagnosed with Multiple Personality Disorder. She alternates between her "normal" self and a 5 year old girl.

NAME TAGS

FREUD

DARWIN

WATSON

JAMES

ERICSSON

LESSON 4: QUOTES FROM THEORISTS

PURPOSE:

- Provide students with primary source material
- Develop analytical skills through deciphering quotes

MATERIALS:

- Copies of quotes, cut apart and grouped into A sets and B sets, page 10
- Large tag board, markers, and tape
- Transparency of "Quote Analysis Chart," page 11

PROCEDURE:

- Randomly divide students into groups of 3-5.
- Distribute one piece of tag board to each group.
- Show the transparency of the "Quote Analysis Chart," (p. 11) and instruct students to copy this chart onto their tag board. Explain that the boxes should be large enough to fit a "quote" in. Hold up a cut-apart quote so students can see the size.
- Distribute four "A" quote sets to half of the groups, and four "B" quote sets to the other half.
- Explain the following to students:
  - "You have a set of quotes for each category on your chart."
  - "You must discuss the quotes as a group and determine the best place to tape each quote onto your chart."
  - "In all, there are six quotes, and five categories so you have a total of 30 quote slips – five of each of the six quotes."
- Allow students an appropriate amount of time to read, analyze and determine where to place the quotes on their chart.

HINT: You may want to set a time limit for each category if students have a difficult time staying on task.

- Have students who used quotes from the "A Quote Set" explain their charts. Discuss major differences between or similarities among the groups.
- Repeat this procedure for groups with the "B Quote Set."

QUOTES FROM THEORISTS

QUOTE SET A	QUOTE SET B
Freud: "Neurosis is the inability to tolerate ambiguiity."	Freud: "What a distressing contrast there is between the radiant intelligence of the child and the feeble mentality of the average adult."
Maslow: "If the only tool you have is a hammer, you tend to see every problem as a nail.	Maslow: "What is necessary to change a person is to change his awareness of himself."
Jung: "Everything that imitates us about others can lead us to an understanding of ourselves."	Jung: "The pendulum of the mind alternates between sense and nonsense, not between right and wrong."
Adler: "The chief danger in life is that you take too many precautions."	Adler: "The only normal people are the one's you don't know very well."
Fromm: "Man's main task in life is to give birth to himself, to become what he potentially is. The most important product of his effort is his personality.	Fromm: "The capacity to be puzzled is the premise of all creation, be it in art or in science."
Frankl: "Each man is questioned by life; and he can only answer to life by answering for his own life, to life he can only respond by being responsible."	Frankl: "Ultimately, man should not ask what the meaning of his life is, but rather he must recognize that it is he who is asked."

QUOTE ANALYSIS CHART

Category and Ranking	Continuum – where do the quotes fall?						Other Ranking
Understanding: Easiest to Understand							**Understanding**: Hardest to Understand
Logic: Most Logical							**Logic:** Least Logical
Useful: Most Useful							**Useful**: Least Useful
Important: Most Important							**Important**: Least Important
Influence: towards genetic influence							**Influence**: towards environment influence

LESSON 5: THEORY PUZZLES

PURPOSE:

- Engage students through problem solving
- Provide an enjoyable learning experience for visual and bodily-kinesthetic learners
- Review major points of theories/theorists

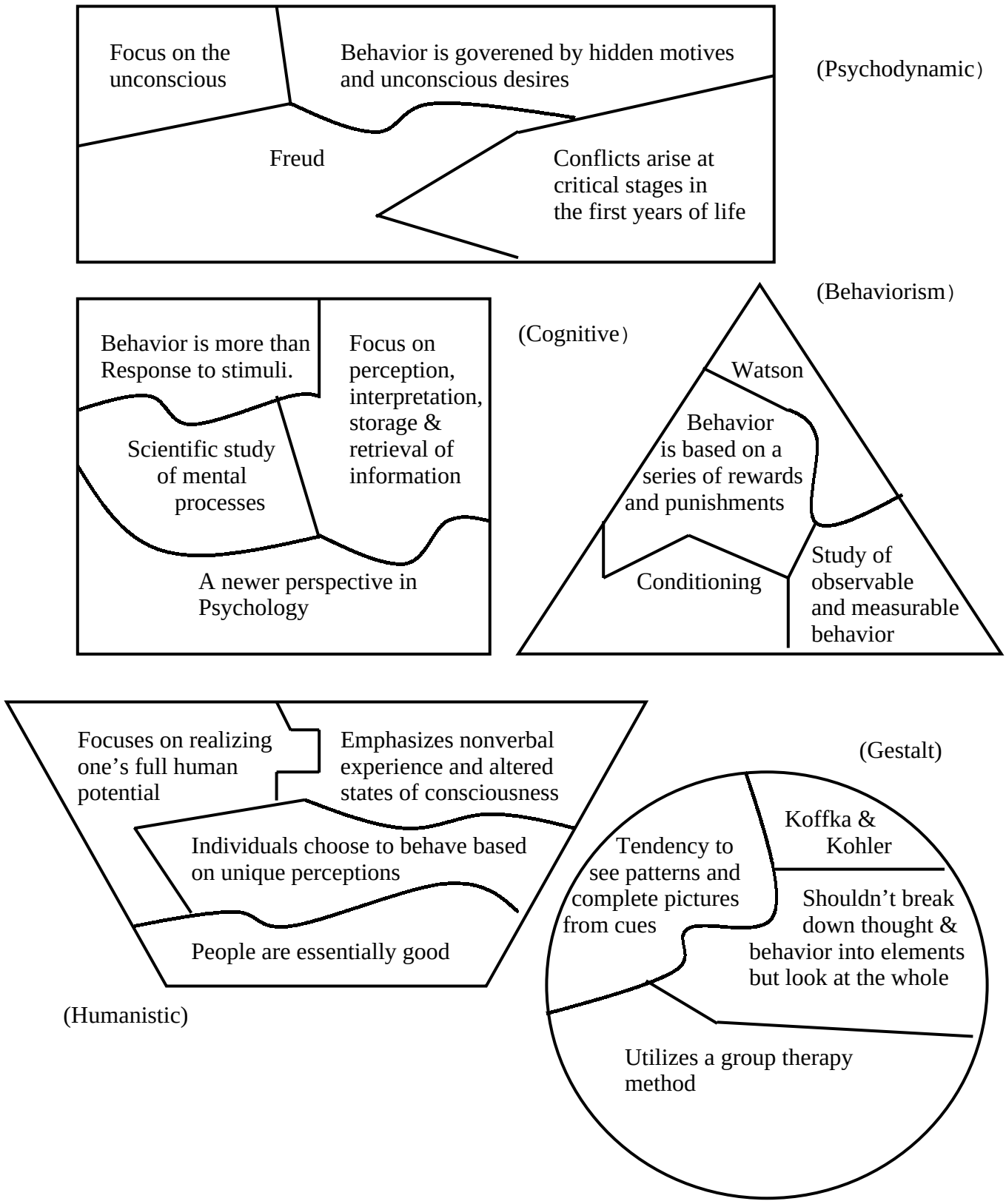
MATERIALS:

- Copies of Theory Puzzles (cut apart), page 13
- Copies of "Student Handout: Theory Puzzle Review," page 14

PROCEDURE:

- This activity can be completed as a group or as individuals.
- Distribute a set of puzzle pieces to each group or individual.
- Explain the following procedure to students:
  - "The puzzle pieces you were given will make 5 separate puzzles in the shape of a rectangle, a circle, an oval, a triangle, or a trapezoid."
  - "Each puzzle piece contains a specific statement supporting a specific psychological theory."
  - "After completing the puzzles, students should complete their handout "Theory Puzzle Review," by labeling the shapes with the theory supported by the statements. The theory choices are listed on the handout."
  - "You should then complete the "In Your Own Words" section on your handout and summarize the concepts of the theory on your own."
- Clarify the instructions, answering any questions.
- Distribute the student handout: "Theory Puzzle Review," (p. 14).
- Allow appropriate time for groups/individuals to work. Help students remain on task by informing them of the time and when they should be working on different sections of the activity.
- Review the correct answers as a class.

THEORY PUZZLES

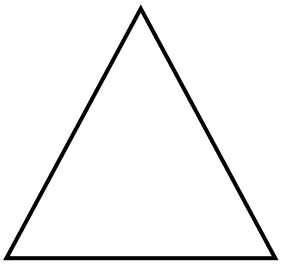


Name: _____

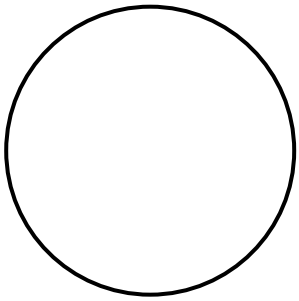
STUDENT HANDOUT: THEORY PUZZLE REVIEW

Instructions: Write the name of the theory that is described by the statements in the corresponding puzzle shape below. In the box to the right of the shapes, describe the theory in your own words.

Theory Choices: Psychodynamic, Behaviorism, Cognitive, Gestalt, and Humanistic



In other words…



In other words…

In other words…

In other words…

In other words…

LESSON 6: THEORY SKITS

PURPOSE:

- Engage students through active role play
- Analyze different scenarios based on different psychological perspectives

MATERIALS:

- Copies of "Skit Starters," page 16
- Copies of "Student Handout: Skit Analysis," page 17

PROCEDURE:

- Break students into six groups and distribute one skit starter (p. 16) to each group.
- Distribute a copy of the student handout: "Skit Analysis" (p. 17) to each student.
- Explain to students that they will be presenting a skit and after the presentation, the rest of the class will analyze the scenarios from 3 psychological perspectives.
- Allow appropriate time for students to prepare for the skits.

HINT: Encourage expansion and development of skits. Remind students that the information they were given is a starting point, not a detailed skit. Review your expectations for preparation and presentation.

- While the first group is getting ready for their skit, assign the other groups to one of three perspectives: Behavioral, Cognitive, or Psychodynamic.
- After the skit, students should complete their assigned section of the student handout "Theory Skit Review."
- Have all of the groups perform their skits, taking 5 minutes afterwards for groups to briefly discuss their assigned position and develop a response for their handout

HINT: Rotate assigned theoretical perspectives so groups do an analysis from each of the three perspectives.

- After all of the skits have been performed, read each skit starter out loud and have students report on the analysis from their assigned positions. (Students should take notes on what the other groups report so they can complete the blank sections of their handout.)

SKIT STARTERS

Skit #1:
One day, when riding in an elevator, Katherine comes to realize that she has a fear of small and crowded spaces. She begins having physical symptoms such as shortness of breath.

Skit #2
Michael is acting out in class in active, non-aggressive ways. But then other days he is incredibly tired and drowsy. There is a family history of bi-polar disorder in his family.

Skit #3
James has an overwhelming desire to check the door to make sure it is locked. Sometimes he checks it 50 times throughout the night. When in the car, he locks the doors every few seconds. He has been diagnosed with Obsessive-Compulsive Disorder.

Skit#4
Lisa began hearing voices when she was seven years old and her parents thought it was an imaginary friend. However, after 3 years, she still talks to herself and is acting more aggressive. Her parents wonder if this is early onset of schizophrenia.

Skit #5
Kayle started going on diets when she was 13 years old. At first it was ok, but now she's lost too much weight and claims to be on a vegetable diet. Her parents don't think she's eating enough and worry that she has an eating disorder.

Skit #6
Marcus did not start talking until he was three years old and still, at the age of five, does not communicate well. He refuses to participate in social interactions and doesn't cooperate well. These are some signs of autism.

Name: _____

STUDENT HANDOUT: SKIT ANALYSIS

Directions: Write the topic of the skit and any general information in the first square. In the following three rectangles, analyze the skit from the psychological perspectives labeled at the top. You will be assigned one perspective to complete for each skit, the remaining perspectives should be completed when the other groups report their explanations.

Skit Topic & Info.	Behavioral Approach	Cognitive Approach	Psychodynamic Approach
#1			
#2			
#3			
#4			
#5			
#6			

LESSON 7: QUESTION BOXES

PURPOSE:

- Allow students to be actively engaged through movement and questioning peers
- Focus on major facts and main points of theories and theorists

MATERIALS:

- Copies of "Student Handout: Theory Question Boxes," page 19
- Theory Question Boxes Answer Sheet, page 20

PROCEDURE:

- Distribute a copy of the student handout: "Theory Question Boxes," (p. 19) to each student.
- Inform students that their goal is to find the answer to each one of the questions on their sheet from a different person in their class. (Students may have to repeat classmates if the class is small.)
- Read through the instructions on the handout to clarify the procedure:
  - "Students should walk around, asking each other the questions and if they are given a correct (or possibly correct) answer, they should write down the answer and the person's name who gave it to them. They may not answer questions on their own sheet and they may not use the same student to answer more than one question box." *Unless, of course, there aren't enough students.

HINT: A small incentive may be offered to the first person, or the first 5 people, to complete their sheet with correct answers.

- Give students a time limit for completing the activity and instruct them to begin.
- At the end of the time limit, go over the correct answers by calling on students to provide the answers they were given from others.

STUDENT HANDOUT: THEORY QUESTION BOXES

Approach that analyzes behavior through how information is processed	Did extensive research on how rewards and punishments shape behavior	Founder of Structuralism	Behavior learned due to rewards or absence of a punishment – what type of conditioning is this?
Approach that focuses on internal, unconscious conflict as cause for behavior	He was famous for an experiment making "Alfred" afraid of white bunnies and then extinguishing this fear	Founder of Functionalism	The study of the way people influence one another
Approach that emphasizes individual growth potential and feel unique perceptions guide behavior	Founder of the Psychodynamic Theory	Changing behavior by pairing a neutral stimulus with a stimulus that elicits a response	The study of behavior and mental processes that change over the life span
Approach that feels most behavior is learned	Focus on how consciousness helps people adapt, how mental processes work and vary	The two things that cause major conflict, Freud determined these conflicts impact behavior	Approach that suggests behavior and mental processes are shaped by hormones, genes, the nervous system and the brain
Approach that looks at how behavior and mental processes are adaptive for survival	Theory that uses inward perception to break down consciousness into elements	The key reinforcers of Skinners behavior theory – what shapes behavior?	Theorists who feel we must look at the whole, not the parts

THEORY QUESTION BOXES ANSWER SHEET

Approach that analyzes behavior through how information is processed **COGNITIVE APPROACH**	Did extensive research on how rewards and punishments shape behavior **SKINNER**	Founder of Structuralism **WUNDT**	Behavior learned due to rewards or absence of a punishment – what type of conditioning is this? **OPERANT CONDITIONING**
Approach that focuses on internal, unconscious conflict as cause for behavior **PSYCHODYNAMIC APPROACH**	He was famous for an experiment making "Alfred" afraid of white bunnies and then extinguishing this fear **WATSON**	Founder of Functionalism **WILLIAM JAMES**	The study of the way people influence one another **SOCIAL PSYCHOLOGY**
Approach that emphasizes individual growth potential and feel unique perceptions guide behavior **HUMANISTIC APPROACH**	Founder of the Psychodynamic Theory **FREUD**	Changing behavior by pairing a neutral stimulus with a stimulus that elicits a response **CLASSICAL CONDITIONING**	The study of behavior and mental processes that change over the life span **DEVELOPMENTAL PSYCHOLOGY**
Approach that feels most behavior is learned **BEHAVIORAL APPROACH**	Focus on how consciousness helps people adapt, how mental processes work and vary **FUNCTIONALISM**	The two things that cause major conflict, Freud determined these conflicts impact behavior **SATISFYING WISHES V. FOLLOWING NORMS OF SOCIETY**	Approach that suggests behavior and mental processes are shaped by hormones, genes, the nervous system and the brain **BIOLOGICAL APPROACH**
Approach that looks at how behavior and mental processes are adaptive for survival **EVOLUTIONARY APPROACH**	Theory that uses inward perception to break down consciousness into elements **STRUCTURALISM**	The key reinforcers of Skinners behavior theory – what shapes behavior? **REWARDS AND PUNISHMENTS**	Theorists who feel we must look at the whole, not the parts **GESTALT**

LESSON 8: PERSONALITY THEORY

PURPOSE:

- Analysis of the Big Five Personality Dimensions
- Engage students through analysis of people they know (using personal information)

MATERIALS:

- Copies of "Student Handout: Personality Rating," page 22

PROCEDURE:

- Distribute the student handout: "Personality Rating," (p. 22) and read through the instructions to clarify the procedure.
- Allow students time to complete descriptions and ratings.
- Create a number line across the front of the room.
- When all students are complete, have them stand by the number they wrote in their "Difference Box."
- Have students return to their seats for the discussion questions.

DISCUSSION QUESTIONS:

- Why did some students come up with big differences?
- Why did some students come up with small differences?
- Would the students with small differences still argue that the people they picked had extremely different personalities?
- When you think of "different personalities," which of the 5 traits is usually the most influential factor?
- Do families tend to have "personalities?"
- Do family members tend to have similar personalities or is there a lot of variety?
- Do personalities change over time?
- Do personality differences seem to be based on these 5 traits?

Name: _____

STUDENT HANDOUT: PERSONALITY RATING

Think of two people who you consider to have very different personalities. Write 5-10 words that describe each person in the space provided.

Person #1	Person #2

Below are 5 traits that personality theorists have determined greatly influence or construct personality. Rate each person on the strength of each trait (how prevalent is it in their personality?

5 = Strong 4 = Fairly Strong 3 = Moderate 2 = Fairly Weak 1= Weak

Person #1		**Person #2**
_____	• Openness to experience – curious, artistic, intellectual, imaginative	_____
_____	• Conscientiousness – reliable, dependable, organized, productive	_____
_____	• Extraversion – assertive, outgoing, expressive, energetic	_____
_____	• Agreeableness – kind, considerate, generous, forgiving	_____
_____	• Neuroticism – anxious, impulsive, tense, unstable	_____

Compute the differences in the two people's trait scores. Record all differences as a positive number. Add your differences and record that number in the box on the right.

Trait #1 difference = _____

Trait #2 difference = _____

Trait #3 difference = _____

Trait #4 difference = _____

Trait #5 difference = _____

TOTAL DIFFERENCE =

LESSON 9: INTELLIGENCE THEORY GRAPHIC

PURPOSE:

- Examine Gardner's current multiple intelligence theory
- Determine individual intelligence strengths

MATERIALS:

- Copy of "Student Handout: Intelligence Theory Graphic," page 24
- Copies of "Multiple Intelligence Checklist," page 25
- Transparency of "Multiple Intelligence Explanations," page 26

PROCEDURE:

- Distribute the student handout: "Intelligence Theory Graphic," (p. 24) and instruct students to complete the top portion (the boxes connected to the "first" circle).
- Distribute the student handout: "Multiple Intelligence Checklist," (p. 25) and instruct students to complete the checklist and total their "scores."

HINT: To add movement, post enlarged sections of the "Multiple Intelligence Checklist" around the room and have students stand in groups, and tally their intelligence scores as they make their way around the room to each "Intelligence section." Students will just need a sheet of paper to write down the intelligence title, and the number of statements they checked off.

- After students have tallied their "intelligence scores," have them get into intelligence groups so that those with the "bodily-kinesthetic intelligence" as their high score are all sitting together, and so on for the other intelligence groups.
- Show and read through the explanations of the different intelligences from the Multiple Intelligence Explanations transparency (p. 26).
- Have students complete the middle portion of their graphic (the box arrows connected to the "second" circle) as a group.
- Instruct students to complete the last portion of their graphic (the squares connected to the "third" circle) individually.
- Proceed to the Discussion Questions below.

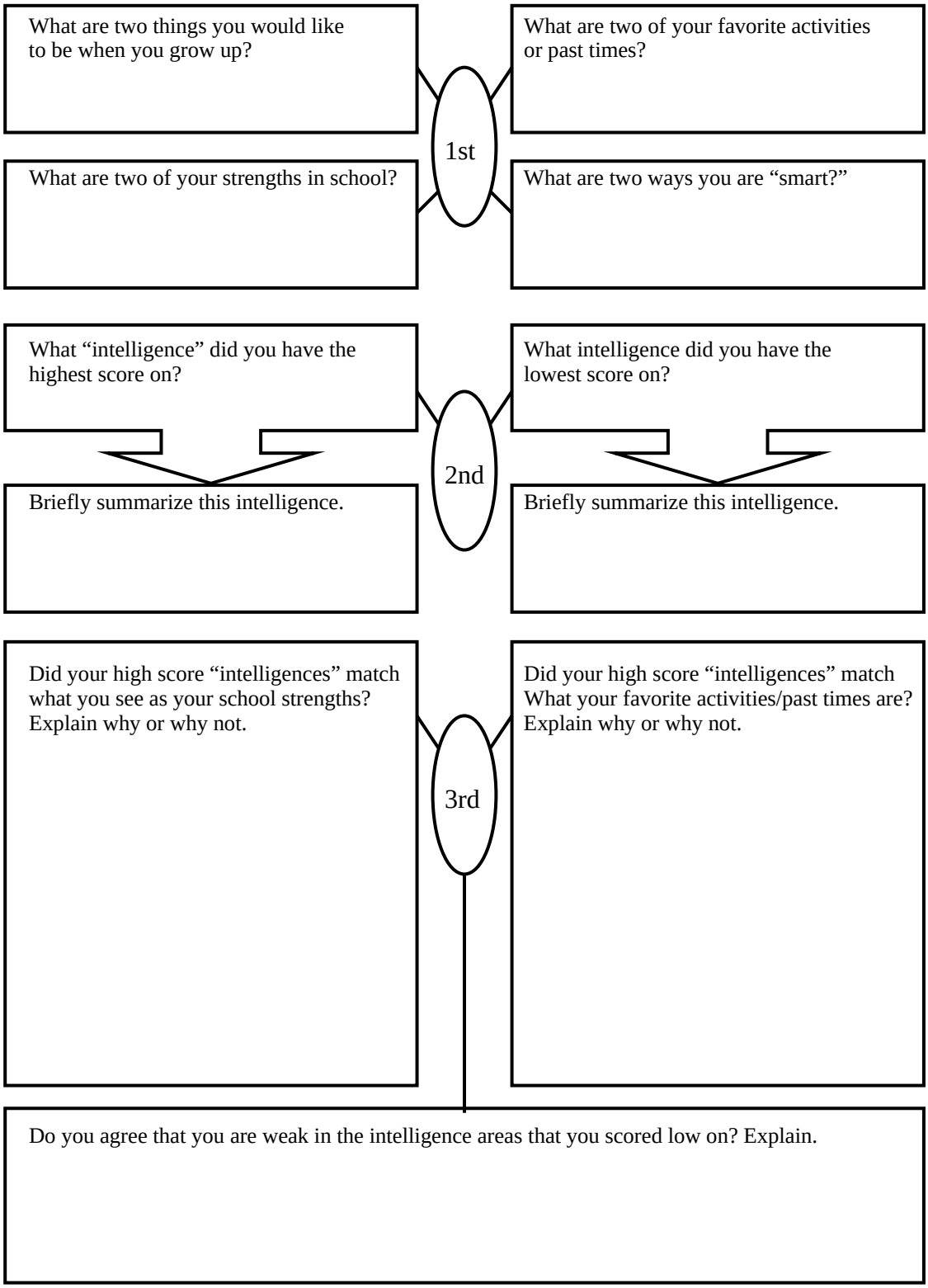
DISCUSSION QUESTIONS:

- Do you believe that Gardner's list of intelligences adequately represents the various talents and strengths that people have?
- Is it fair to say that someone who is an athletic star is as "smart" as someone who scores in the top 2% on intelligence testing? Or as "smart" as a Broadway star?
- Should "intelligence" only refer to "book smarts?"
- Are certain intelligences valued more in our society? Would the intelligence type change when you think of other cultures? If yes, how so?

Name: _____

STUDENT HANDOUT: MULTIPLE INTELLIGENCE GRAPHIC

Instructions: Wait for instruction to complete each section of the graphic below.



Name: _____

STUDENT HANDOUT: MULTIPLE INTELLIGENCE CHECKLIST

Instructions: After reading each statement, check those that apply to you. Write the total number of checked statements on the line provided at the top of each category.

Category 1 **Total Checks: ____**

____ I prefer group sports to solo sports
____ I like to talk to people about my problems
____ I prefer to play card games with others rather than solitaire by myself
____ I like to get involved with activities at school/church
____ I consider myself a leader
____ I love being part of a crowd or large group
____ I hope to have a job with a lot of activity such as sales
____ I like to teach others what I know

Category 2 **Total Checks: ____**

____ I like to spend time alone thinking about things
____ I would like to learn more about myself
____ I have interests that others don't know about
____ I would prefer a weekend alone in the woods rather than at a water park with a lot of people
____ I prefer others to take on the role of leader
____ I like to be alone or with one friend rather than a group
____ I hope to have a job as an independent business owner
____ I like to be alone and just think, problem solve, or set goals

Category 3 **Total Checks: ____**

____ I enjoy reading books, magazines, and the paper
____ English is one of my favorite subjects
____ I can hear words before I write them down
____ I like to talk about things that I've read
____ I prefer to listen to the radio than watch tv
____ I like to make up rhymes and poems
____ Other people ask me to proof read things for them
____ I remember stories, characters and authors from things I read a long time ago

Category 4 **Total Checks: ____**

____ I enjoy solving problems and equations
____ Math and/or science are my favorite subjects
____ I like to do riddles and solve puzzles
____ I find logical flaws in things people do or say
____ New findings in science and medicine interest me
____ I like it when things are in order or sequence
____ I can easily add and subtract number in my head
____ I tend to find patterns and logical sequences in things

Category 5 **Total Checks: ____**

____ I enjoy doing puzzles and mazes
____ I like bright bold colors
____ I visualize where to go when I have errands to run
____ I like to draw/paint/color
____ I often remember my dreams from the previous night
____ I enjoy filming things and doing videos for school
____ When given directions, I picture where to go
____ I enjoy books with a lot of illustrations

Category 6 **Total Checks: ____**

____ I like to be involved in sporting events whenever possible
____ I have a hard time sitting still for school/church/plays/etc.
____ I use body language when I talk
____ I like to practice new things rather than watch someone else do them
____ I enjoy doing role plays and activities in different classes
____ Physical education is one of my favorite classes
____ I like to spend time outdoors
____ I consider myself well coordinated

Category 7 **Total Checks: ____**

____ I like to listen to music
____ I play a musical instrument
____ I would enjoy a night out at a concert or opera
____ I consider myself a musical person
____ I find myself tapping along to a beat even when there isn't any music playing
____ I remember songs easily and like to sing along
____ I work better if music is playing
____ I can tell when something/someone is off key

Category 8 **Total Checks: ____**

____ I dislike being inside all day
____ My dream trip would be spent in the woods camping
____ I enjoy watching nature shows about animals and the wilderness
____ I examine insects and plants when I am outdoors
____ I would be able to survive off the land for a period of time
____ I would be a good gardener, hunter or farmer
____ I can identify and classify animals based on their characteristics
____ I enjoy long walks outside and/or through the woods

MULTIPLE INTELLIGENCE EXPLANATIONS

Category One: Interpersonal Intelligence

This intelligence involves sensitivity to moods, temperament, and intentions. The ability to work well in groups and be an effective communicator with others. The ability to "read" people and have genuine empathy for others feelings, concerns, and beliefs. This intelligence is often found in counselors, therapists, teachers, religious leaders, and politicians.

Category Two: Intrapersonal Intelligence

This intelligence involves knowledge of one's own feelings, thinking processes, self-reflection and spirituality. There is an awareness of one's relation to the larger world, to the future and to dreams of what may come. This intelligence is often found in philosophers, spiritual counselors, and psychiatrists.

Category Three: Verbal/Linguistic Intelligence

This intelligence impacts the production of language and the many forms language can take. This intelligence allows for poetry, humor, story-telling and story-writing, abstract reasoning, reading and writing. This intelligence is often found in poets, authors, public speakers, and comedians.

Category Four: Logical/Mathematical Intelligence

This intelligence is associated with "scientific thinking" and reasoning. It involves the ability to recognize patterns, work with numbers, shapes, and other abstract symbols. This intelligence is often found in scientists, engineers, mathematicians, accountants, bankers, and computer programmers.

Category Five: Visual/Spatial Intelligence

This intelligence involves skill in the visual arts such as painting, sculpting, and drawing. The sense of sight and imagination is key, as is the ability to form mental images and pictures in the mind. This intelligence is often found in architects, graphic design artists, painters and sculptors.

Category Six: Bodily/Kinesthetic Intelligence

This intelligence involves the ability to use the body to express (dance), to play (sports), and to create (invent). The body knows things that the mind is only able to express through motion. This intelligence is often found in athletes, dancers, actors, and inventors.

Category Seven: Musical/Rhythmic Intelligence

This intelligence includes the ability use rhythmic and tonal patterns, and recognize differences in the human voice, instruments, and other sounds from the environment. This intelligence is often found in musicians, dance bands, composers, music teachers, and vocalists.

Category Eight: Verbal/Linguistic Intelligence

This intelligence involves the ability to understand, utilize, and respect the natural world. Survival without material goods and interest in the outdoors are strong in this intelligence. This intelligence is often found in rangers, forest workers, farmers, and nature guides.

LESSON 10: THERAPY BATTLE

PURPOSE:

- Allow for active deliberation of different therapy options
- Review major types of therapy available for treating psychological problems

MATERIALS:

- Copies of "Student Handout: Summary of Therapies," page 28
- Transparency of "Therapy Battle Scenarios," page 29

PROCEDURE:

- Divide students into four groups and assign each group to one of the four main therapy types (insight, behavior, group, and physical).
- Distribute the corresponding section of the student handout: "Summary of Therapies," (p. 28) to the appropriate therapy group.
- Using the transparency of scenarios (p. 29), uncover one scenario and read it out loud to the class.

HINT: Movement can be added here by having groups of students act out the scenario for the class.

- Allow appropriate time for groups to determine which of their therapy options would be the best treatment choice for the situation presented.
- Have each group explain their decision for treatment. If none of their options seem to be appropriate, they may explain that "no choice" as their decision.
- Groups should then vote on the best treatment option suggested by all of the groups. Voting can be done through hand raising or by moving to parts of the room labeled "insight," "behavior," "group," and "physical." Once students move to the area of the room they agree with, a count of each group is taken to determine the winner (if it isn't obvious through visual cues).
- Repeat the procedure for each scenario.

DISCUSSION QUESTIONS:

- Did one particular therapy group consistently get more votes than the others? What could account for this?
- Do some therapies seem out dated?
- Did one therapy choice always seem to be the "right" answer, or could there be more than one viable option for treatment?
- What guides people towards one therapy or another when they are faced with a psychological problem?

STUDENT HANDOUT: SUMMARY OF THERAPIES

Insight Therapies

- **Psychoanalysis**: Often uses free association – a client reporting whatever thoughts, images, and memories that come to mind. Helps patients to recognize unconscious thoughts that may be disrupting their everyday life. The therapist tries to remain neutral and not impact how the client draws relationships or gains insight into their past conflicts. This therapy takes a long time.
- **Client-Centered Therapy**: Based on a relationship forming between the client and therapist where the therapist shows positive regard, empathy, and congruence. The therapist must support the client as a valued person, show understanding for feelings, thoughts, and behavior, and consistently be open and genuine with the client. Therapist tries to promote self-understanding, honesty and consistency in relationships and build up the client's self-esteem and own problem solving abilities.
- **Ration Emotive Therapy**: Based on premise that psychological problems are a result of how people think about events. Self-defeating thoughts and actions are recognized and through modeling and reinforcement, these thoughts are changed into more beneficial ones.

Behavior Therapies

- **Desensitiation**: Process of reducing intense anxiety by visualizing a graduated series of anxiety-provoking situations while maintaining a relaxed state. Any learned association between a negative situation and feelings of anxiety are dissipated as the negative stimuli is paired more frequently with something that evokes calm feelings instead of fear.
- **Positive Reinforcement and Extinction**: Therapists model behavior they want to see the client engage in and reward the client when these behaviors are copied. Rewards are based on the age of the client and type of desired behavior. In extinction, undesirable behaviors are purposely ignored or not rewarded so that the behavior will be eliminated as there is no gain from it.
- **Aversive Conditioning**: Negative behavior is paired with a negative stimulus so that the behavior in question will become less desirable. Treatment usually involves physical or psychological discomfort and is therefore unpleasant. The results of treatment are usually temporary.

Group Therapies

- **Family Therapy:** Involves treatment of two or more people from the same family. Typically there is an initially identified client, but the problem reflects an underlying problem within the family. The participation of the entire family is essential to bringing harmony to the family and solving the psychological problems shown by one or more members. Dysfunctional patterns of behavior and problems communicating are addressed.
- **Gestalt Therapy:** Engages the client on a journey of self-understanding, self-approval and self-awareness. Group members and therapists question the client so that feelings and impulses are brought to light while other attitudes and ideas are disowned. Incongruities between behavior and words are brought to attention in an attempt to get the client to see things in a new light.
- **Large Group Awareness:** Therapy done in groups so that clients don't feel alone, they can learn from one another, they boost one another's self-confidence, and the therapist can view clients interacting with one another. People who suffer from a problem feel strength and safety in numbers and they can learn from one another.

Physical Therapies

- **Electroconvulsive (Shock) Therapy:** Used for only severe patients (depression, schizophrenia with depression, sometimes mania), this therapy causes convulsions and somehow improves neurotransmitter function and therefore mood. There is potential for negative side effects such as memory loss, speech disorders, and death due to cardiac arrest.
- **Psychosurgery:** Small holes are drilled into the brain and a sharp instrument is inserted and moved around to destroy brain tissue. Emotional reactions common in many disorders stem from the frontal lobes and by destroying these neural connections the behavior may be extinguished. There are can be severe side effects, including death, which makes this an option for only rare cases.
- **Psychoactive Drugs:** Certain drugs have been found to affect neurotransmitter systems and consciousness, thereby affecting disturbing behavior. Drugs can reduce the intensity of hallucinations, delusions, suspiciousness, depression, mania, schizophrenia. However, some of these drugs have serious side effects and the risks must be weighed against the benefits.

STUDENT HANDOUT: THERAPY BATTLE SCENARIOS

Fear of Flying

Janie has been afraid of flying as long as she can remember. She knows that she took one trip as a child but does not remember what happened. Ever since then, she has trembled and had shortness of breath whenever trying to board an airplane. She has always had to leave the plane prior to take off.

Eating Disorder

Emily has been diagnosed with anorexia – a disorder in which she refuses to eat and when she has to eat, she eats minimal amounts and exercises to burn the calories. She has lost 20% of her body weight and is at risk for having a heart attack due to the strain on her heart.

Tantrums

Michael is a five-year old who never outgrew his terrible-two tantrums. When he doesn't get his way he falls to the floor, often hitting the back of his head on the floor, and kicks and punches the things around him. He has given himself serious injuries, which will only worsen as he gets stronger and older.

Depression

Charlie is a twenty-four-year old man who has suffered from depression since he was eight-years old. He has attempted suicide 4 times and been through 5 different long term treatment centers. A first round of drug therapy proved unsuccessful. His doctors fear that his next attempt on his life may be a successful one.

Schizophrenia

Marigold is a 21-year-old woman who recently started showing signs of schizophrenia. She has been hearing a voice telling her that she is not a good person and has had visions of harming herself. These occurrences have been getting more frequent, especially when she feels under stress.

Obsessive Compulsive Disorder

John is a 36-year-old man who has suffered from Obsessive Compulsive Disorder (OCD) for 6 years. His recent marriage and pressure from his wife led him to begin seeing that his behavior is abnormal. He has a fear of becoming "contaminated" and therefore washes his hands every time he touches something he hasn't cleaned himself.

LESSON 11: YOU BE THE JUDGE

PURPOSE:

- Allow students to role play
- Assist students in understanding differing views on treatment for the mentally ill

MATERIALS:

- Copies of "Student Handout: Cases #1-4," page 31
- Copies of "Student Handout: Sentencing Recommendation," page 32

PROCEDURE:

- Divide the class into four groups.
- Assign the following roles to the members of each group (double up if there are more students than roles or eliminate roles if there aren't enough students): family member, spouse, community member, mentally ill person, and friend.
- Distribute student handout: "Cases #1-4," (p. 31) and assign each group a case.
- Distribute student handout: "Treatment Recommendation," (p. 32)
- Instruct students to read through the information on the case and prepare an argument for treatment recommendation based on the role they have been assigned. Each person should consider the impact the different treatment choices would have on their life and the life of the mentally ill person.

HINT: It may help students to spend some time discussing how having a family member or spouse go through treatment may impact their life. For example, some treatments require hospitalization, which may impact income or careers. Some drug treatments have unpleasant side effects, while other treatments may take a long time – too long sometimes.

- After appropriate time has been given for students to complete their treatment recommendation sheet, begin discussing the cases.
- Each case should be summarized for the class and the students should role play a "treatment hearing" with the rest of the class acting as the "treatment judge." The rest of the class will vote on the appropriate treatment.
- The different roles for each case should read their treatment recommendation off their prepared sheet and try to convince the rest of the class to go with their recommendation.
- Have the class vote on the most appropriate treatment option.
- Repeat the procedure with all cases.

STUDENT HANDOUT: CASES #1-4

Case #1: Post-Partum Depression

Name: Katie	**Age**: 33	**Race**: Caucasian	**Family**: Married

Prior Health Concerns:	**Prior Treatments:**
Alcoholism	2 months at rehab center
Smoking	None – quit when pregnant

Background Information: Katie has overcome addictions to two drugs throughout her life (alcohol and cigarettes). After she had her first baby, she suffered from severe depression. She didn't want to eat, get dressed, or take care of her newborn. She would have crying spells and her general health suffered. The depression subsided after 6 months. She recently had her second baby, and the symptoms have returned and worsened. Her husband fears for her life if the depression worsens.

Case #2: Anxiety Attacks

Name: Kyle	**Age**: 18	**Race**: African American	**Family**: Dating

Prior Health Concerns:	**Prior Treatments:**
High Blood Pressure	Medication

Background Information: Kyle recently started having anxiety attacks when he is in crowded spaces. He feels a sense of breathlessness, he sweats, and he feels pain in his chest. He only feels better when he leaves the situation or the environment. His current job is as a vendor at a baseball stadium – he fears he will lose his job if these attacks continue and that is his only means of support.

Case #3: Phobia

Name: Ryan	**Age**: 6	**Race**: Caucasian	**Family**: Parents, 2 siblings

Prior Health Concerns:	**Prior Treatments:**
None	None

Background Information: Ryan has developed a rare phobia of shadows. His parents claim the initial negative experience occurred when he was 5 and a tree shadow frightened him during a storm one night. The loud lightening and banging of a shudder coincided with a branch shadow moving in his room. Ryan is now afraid of all shadows, even his own, all of the time.

Case #4: Amnesia

Name: Karen	**Age**: 23	**Race**: African American	**Family**: Single

Prior Health Concerns:	**Prior Treatments:**
Depression	Counseling
Attempted Suicide	Hospitalization

Background Information: Karen has been on anti-depression drugs for 3 years. She has been relatively healthy and has not needed mental health assistance since her suicide attempt three years ago. After breaking up with a boyfriend and being laid off her job, Karen was found wandering a park, not knowing who she was. She had no head trauma or any medical reason for her loss of memory.

Name: _____

STUDENT HANDOUT: TREATMENT RECOMMENDATION

Complete the following form from the perspective of the role you were assigned. Be persuasive and specific as you will be trying to convince the "treatment judge" that you are correct. Keep in mind how different treatments impact you (and the patient) – i.e. side effects, cost, psychological impact, practical impact, etc.

I, _____ (State your name) , the _____ (State your role)

in this case, feel that the patient should receive the following treatment: _____

_____

My decision regarding this treatment choice is based on the following facts: _____

_____

_____

_____

_____

I feel this will be appropriate treatment because _____

_____

_____

_____

_____

Any additional comments: _____

_____

_____

_____

CONCLUDING ACTIVITIES

LESSON 12: QUESTION RACE

PURPOSE:

- Provide an opportunity to review information regarding theory, therapists, and treatment
- Allow students to actively compete in an intellectual "game"

MATERIALS:

- Two copies of "Question Slips," page 34
  - ***Note***: This page is printed with the slips in the correct order going down the first column, then down the second.
  - ***Note***: You can change the questions and answers to fit your curriculum.

PROCEDURE:

- Randomly divide students into two groups. Have students sit in a circle with members of their group.
- Distribute a set of "Question Slips" (p. 34) to each group.
- Explain the following procedure to the students:
  - "You will be given a slip with two statements on it. The first statement will be the answer to a question. The second statement will be a question."
  - "You will be competing against the other group to complete your cycle of questions and answers first. There is only one correct answer for each question."
  - "When someone reads a question, and you think you have the correct answer, read it out loud. If the group thinks it is correct, go ahead and read your question. When someone gives the correct answer to your question, give that person your slip, so the slips are in correct order.
    - ***Note***: The person who begins the game keeps their slip (does not put it in the pile) since their answer should end the game)."
  - "When the last question is read, if the person who read the first question has the correct answer on their slip, your group has completed the game correctly. If the last answer doesn't make sense, your group has to go back through the slips and figure out where you went wrong."
  - "If your group completes the cycle first, you win!"
- Go through the short example of slips below to demonstrate the game.
- Instruct all students to take a slip and give a cue to begin – instruct groups to start with different cards so they are not overhearing each other. Remind students to start with a QUESTION!

EXAMPLES: *Any **question*** can start the game.

A: 5 Q: What is 2 + 2?	A: 4 Q: What is 7-1?	A: 8 Q: What is 2+8?
A: 6 Q: What is 5+3?	A: 7 Q: What is 4 + 1?	A: 10 Q: What is 3 + 4?

QUESTION SLIPS

A: Wundt

Q: Who is the main founder of psychoanalysis?

A: Gestalt and Family Therapy

Q: Which type of therapy looks at unconscious desires and is often referred to as “talk therapy”

A: Freud

Q: Which type of therapy uses rewards and punishments?

A: Psychoanalysis

Q: Which theory focuses on the study of observable behavior and the use of conditioning?

A: Behavior Therapy

Q: Who were the main founders of Behavior Therapy?

A: Behaviorism

Q: Which theory focuses on realizing one’s full human potential and unique individual perceptions?

A: Watson and Skinner

Q: Which theory focuses on how information is taken in, processed and stored?

A: Humanistic Perspective

Q: Which two characteristics are perceived as influencing intelligence?

A: Cognitive Theory

Q: Who is the main founder of the Evolutionary theory?

A: Heredity and Environment

Q: What type of Conditioning pairs a negative behavior with a negative stimulus?

A: Darwin

Q: What are three types of Physical Treatments for Psychological problems?

A: Aversive Conditioning

Q: Where did Freud see there being major conflict in people’s lives?

A: Shock therapy, psychosurgery, and prescribed drugs

Q: Which theory looks at how conscious functions help people to adapt and how they vary between people?

A: At different development stages, and with parents

Q: Which treatments are reserved for only severe psychological disorders?

A: Functionalism

Q: Which type of therapy includes more than the patient in treatment?

A: Shock therapy and psychosurgery

Q: Who was the founder of Structuralism?

LESSON 13: REVIEW BINGO!

PURPOSE:

- Review important psychological theory terms and concepts
- Provide a fun and engaging closure activity

MATERIALS:

- Transparency of "BINGO! Terms," page 36

> **HINT**: All of the terms listed on this sheet may not apply to your class. Cross out the terms your students are not responsible for and add missing terms on the lines provided.

- Copies of "Student Handout BINGO!" page 37
- Copy of BINGO! Definitions, page 38
- Markers for the BINGO! cards (pieces of paper, coins, paper clips, etc.)

PROCEDURE:

- Show the transparency "BINGO! Terms," page 36, and explain to students that they are responsible for understanding the terms and concepts being shown. In order to review their meanings, the class is going to play BINGO!
- Distribute the student handout "BINGO!" page 37, and instruct students to fill in each box on their Bingo card with a term from the transparency. Not all of the terms will fit so they should pick some they know and some they need to learn.
- To play BINGO!:
  - Randomly select a term and read *only* its *definition* (do not say the term) using the BINGO! Definitions (p. 38).
  - Students with the term that matches the definition mark it off on their sheet.
  - When a student has marked off a complete column or row they say "BINGO!" The teacher should have them read off their terms to make sure the terms match the definitions that were read.
  - If there is a correct BINGO!, students clear their cards and play again. If the student who had BINGO! made an error, the game continues.

> **HINT**: Students can switch cards when playing multiple games so students are not always looking at the same terms.

> **HINT**: Teachers have to keep track of the definitions they have read off so BINGO! can be accurately checked.

BINGO! TERMS

Wilhelm Wundt	Classical Conditioning
William James	Operant Conditioning
John Watson	Desensitization
B. F. Skinner	Behavior Therapy
Freud	Psychoanalysis
Carl Rogers	Client–Centered Therapy
Functionalism	Extinction
Behavioral Approach	Aversive Conditioning
Psychodynamic Approach	Rational-Emotive Therapy
Cognitive Approach	Cognitive Therapy
Gestalt Therapy	Group Therapy
Biological Theory	Family Therapy
Evolutionary Approach	Biological Treatments
Humanistic Approach	Electroconvulsive Therapy
Structuralism	Psychosurgery
Theory	Psychoactive Drugs
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

REVIEW BINGO!

BINGO DEFINITIONS

Wilhelm Wundt: Founder of Structuralism
William James: Founder of Functionalism
John Watson: Founder of Behaviorism, felt that learning was most important determinant of behavior
B. F. Skinner: Leader in Behaviorism, focusing on rewards and punishments
Freud: Founder of the Psychodynamic Approach, used hypnosis to look for neuroses
Carl Rogers: Developer of "non-directive therapy," focusing on self-actualization
Functionalism: Approach which looks at how mental processes are unique and help people to adapt
Behavioral Approach: Belief that human behavior is determined by what a person has learned
Psychodynamic Approach: Focus on how unconscious mental processes determine human behavior
Cognitive Approach: Focuses on how the brain takes in, processes and stores information
Biological Approach: Behavior is seen as a result of physical processes such as brain functioning and hormone and chemical interaction
Evolutionary Approach: Emphasizes inherited, adaptive aspects of behavior and mental processes
Humanistic Approach: View that behavior is controlled by decisions made based on personal perceptions of the world
Structuralism: Focused on introspection to develop theories on sensation and feelings
Theory: A set of propositions used to predict phenomena
Classical Conditioning: When a neutral stimulus is paired with stimulus that elicits a response so that, over time, the neutral stimulus also elicits that response
Operant Conditioning: Changing behavior through its consequences, rewards and punishments
Desensitization: Reducing anxiety through pairing a relaxed state with anxiety-producing stimuli
Behavior Therapy: Treatments such as classical and operant conditioning, teaching people to behave differently.
Gestalt Therapy: Patients become more self-accepting and less focused on abiding by other people's expectations
Psychoanalysis: Help clients through recognizing and understanding unconscious thoughts and emotions that are the root cause of the problems in their life
Client–Centered Therapy: Therapy where the client decides the focus of the treatment without judgment and interpretation of the therapist
Extinction: Disappearance of a conditioned response due to the elimination of the association of the stimuli or lack of reward
Aversive Conditioning: Reducing undesirable behavior by pairing a negative response to a stimulus
Rational-Emotive Therapy: Treatment identifies self-defeating thoughts that causes problems for clients
Cognitive Therapy: A problem solving therapy where the therapist and patient work together to notice how negative thoughts precede undesirable behavior
Group Therapy: Therapy involving 5-10 patients, offers support and understand from sufferers
Family Therapy: Treatment for when a patient demonstrates behavior rooted in family conflicts
Biological Treatments: Therapies that involve altering physical characteristics of the human body
Electroconvulsive Therapy: A brief electric shock administered to the brain, used in severe cases
Psychosurgery: Procedure which destroys certain parts of the brain to alleviate psychological disorders
Psychoactive Drugs: A chemical substance which interacts with the brain to produce some psychological effect

LESSON 14: ABC REVIEW

PURPOSE:

- Allow complete review of information learned regarding psychological theories, therapists, and therapies
- Engage students through team work and competition

MATERIALS:

- Copies of "Student Handout: ABC Review," page 40

PROCEDURE:

- Randomly pair or group students (groups should be no larger than 4 students).
- Distribute the student handout: "ABC Review," (p. 40) to each student.
- Read through the instructions below:
  - "Your team's goal is to complete this review sheet in the fastest time possible."
  - "For each blank spot, you must come up with a term that starts with the letter of the alphabet assigned to that spot."
  - "The terms must relate to the topics that I will assign you at the end of these instructions."
  - "You will each be assigned different topics for different sections of the alphabet."
  - "Finally, in order to win, you must be able to explain what the term means and how it relates to the topic."
- Assign topics to groups as stated below (repeat the groups as needed):

	Group A	Group B
Letters A-G:	Psychodynamic Theory	Behaviorist Theory
Letters H-M:	Therapy	Cognitive Theory
Letters N-S:	Theorists	Therapy
Letters T-Z	Behaviorist Theory	Theorists

	Group C	Group D
Letters A-G:	Cognitive Theory	Therapy
Letters H-M:	Theorists	Psychodynamic Theory
Letters N-S:	Psychodynamic Theory	Cognitive Theory
Letters T-Z	Therapy	Behaviorist Theory

- When students have completed their sheets, instruct them to bring their sheets up to you so that their time can be recorded.
- Begin timing and instruct students to begin.
- After all groups have completed their sheet (or the time limit expires), have the group with the fastest time report their answers to the class. Randomly choose terms for them to explain to make sure they understand what they wrote and why they wrote it.
- Allow other groups to add their responses if the reporting group has a "weak" response.
- Go through as many groups and answers as time and interest allow.
- Allow students to discuss terms and ask questions for clarification.

Name: _____

STUDENT HANDOUT: ABC REVIEW

Directions: First, on the corresponding topic lines provided, record the four topics assigned by your teacher. Second, when told to begin, generate words related to the assigned topic that correspond with the assigned letter of the alphabet. Finally, make sure you can explain the meaning of the term and how it relates to the topic.

Topic for letters A-G: _____

A: _____

B: _____

C: _____

D: _____

E: _____

F: _____

G: _____

Topic for letters N-S: _____

N: _____

O: _____

P: _____

Q: _____

R: _____

S: _____

Topic for letters H-M: _____

H: _____

I: _____

J: _____

K: _____

L: _____

M: _____

Topic for letters T-Z: _____

T: _____

U: _____

V: _____

W: _____

X: _____

Y: _____

Z: _____

Completion Time: _____

LESSON 15: PSYCHOLOGICAL THEORY SURVEY

PURPOSE:

- Allow individual processing and judgment of learned information
- Assist students in an engaging and open discussion of theory and treatment

MATERIALS:

- Copies of "Student Handout: What Do You Think?," page 42

PROCEDURE:

- Distribute the student handout: "What Do You Think?," (p. 42) to students.
- Allow appropriate time for students to complete the survey.
- Pair students together to share their responses and generate strength in their arguments.

> **HINT**: This may be a time to allow students to choose their partner since they may be sharing personal information.

- Instruct students to go through each question and discuss their responses.
- Give students a time limit for their discussion and make sure they are staying on pace to complete all questions in the desired time frame.
- Regroup as a large class and begin a group discussion.
- Read each question and have students move to different parts of the room (I.e. one area for "yes," and one area for "no") based on their answer.
- Call on a few students from each area to explain their response and reasoning.

> **HINT**: Depending on the size of your class, and the time available, students in each response group could first discuss amongst themselves and present a unified explanation to the students in the other groups. There could be questioning between the groups so that a debate format takes place.

- Repeat the procedure with the remaining questions.

Name: _____

STUDENT HANDOUT: WHAT DO YOU THINK?

Directions: Check off the answer you agree with the most. Use any space available to note your reasoning or general thoughts.

1) Which psychological theory do you feel is best able to explain abnormal human behavior?
   - ❑ Cognitive
   - ❑ Psychodynamic
   - ❑ Behaviorism

2) How much validity do you place in Freud's Psychodynamic Approach?
   - ❑ Great validity
   - ❑ Some validity
   - ❑ No validity

3) Do you agree with Behaviorists that learning is the most important determinant of human behavior?
   - ❑ Yes
   - ❑ No

4) Can changing self-defeating thoughts (I'm not good enough) actually change behavior (I.e. leaving an abusive relationship)?
   - ❑ Yes
   - ❑ No

5) Will having a greater understanding of psychological theory help you interact better with others?
   - ❑ Yes
   - ❑ No

6) Has learning about any of the psychological theories helped you to understand your own behavior?
   - ❑ Yes
   - ❑ No

7) Should psychological testing be a requirement for all school age children? (Such as immunizations are?)
   - ❑ Yes
   - ❑ No

8) Is there a general awareness of psychological disorders (i.e. depression) among your peers?
   - ❑ Yes
   - ❑ No

9) Does the word "therapy" carry a negative connotation?
   - ❑ Yes
   - ❑ No

10) Would you like to be involved in psychology (i.e. as a therapist, as a researcher) as an adult?
   - ❑ Yes
   - ❑ No

GLOSSARY

Glossary

Aversive Conditioning:
Reducing undesirable behavior by pairing a negative response to a stimulus

B. F. Skinner:
Leader in Behaviorism, focusing on rewards and punishments

Behavioral Approach:
Belief that human behavior is determined by what a person has learned

Behavior Therapy:
Treatments such as classical and operant conditioning, teaching people to behave differently.

Biological Approach:
Behavior is seen as a result of physical processes such as brain functioning and hormone and chemical interaction

Biological Treatments:
Therapies that involve altering physical characteristics of the human body

Carl Rogers:
Developer of "non-directive therapy," focusing on self-actualization

Classical Conditioning:
When a neutral stimulus is paired with stimulus that elicits a response so that, over time, the neutral stimulus also elicits that response

Client–Centered Therapy:
Therapy where the client decides the focus of the treatment without judgement and interpretation of the therapist

Cognitive Approach:
Focuses on how the brain takes in, processes and stores information

Cognitive Therapy:
A problem solving therapy where the therapist and patient work together to notice how negative thoughts precede undesirable behavior

Desensitization:
Reducing anxiety through pairing a relaxed state with anxiety-producing stimuli

Electroconvulsive Therapy:
A brief electric shock administered to the brain, used in severe cases

Evolutionary Approach:
Emphasizes inherited, adaptive aspects of behavior and mental processes

Extinction:
Disappearance of a conditioned response due to the elimination of the association of the stimuli or lack of reward

Family Therapy:
Treatment for when a patient demonstrates behavior rooted in family conflicts

Freud:
Founder of the Psychodynamic Approach, used hypnosis to look for neuroses

Functionalism:
Approach which looks at how mental processes are unique and help people to adapt

Gestalt Therapy:
Patients become more self-accepting and less focused on abiding by other people's expectations

Group Therapy:
Therapy involving 5-10 patients, offers support and understand from sufferers

Humanistic Approach:
View that behavior is controlled by decisions made based on personal perceptions of the world

James, William:
Founder of Functionalism

Operant Conditioning:
Changing behavior through its consequences, rewards and punishments

Psychoactive Drugs:
A chemical substance which interacts with the brain to produce some psychological effect

Psychoanalysis:
Help clients through recognizing and understanding unconscious thoughts and emotions that are the root cause of the problems in their life

Psychodynamic Approach:
Focus on how unconscious mental processes determine human behavior

Psychosurgery:
Procedure which destroys certain parts of the brain to alleviate psychological disorders

Rational-Emotive Therapy:
Treatment identifies self-defeating thoughts that causes problems for clients

Structuralism:
Focused on introspection to develop theories on sensation and feelings

Theory:
A set of propositions used to predict phenomena

Watson, John:
Founder of Behaviorism, felt that learning was most important determinant of behavior

Wundt, Wilhelm:
Founder of Structuralism

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Name of class booklets were used in: _____

Grade(s) of students in class: _____

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Booklet(s) supplemented my textbook	❑	❑	❑	❑
2. Lessons were easy to follow	❑	❑	❑	❑
3. Student handouts were clear and useful	❑	❑	❑	❑
4. Discussion questions were useful	❑	❑	❑	❑
5. Students enjoyed the activities	❑	❑	❑	❑
6. Format was teacher-friendly	❑	❑	❑	❑
7. Product satisfied my needs	❑	❑	❑	❑

Suggested topics for future *Psychology Activities* volumes or booklets in other curricular areas: _____

_____

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_____

_____

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