



**Social Studies  
School Service**

[www.socialstudies.com](http://www.socialstudies.com)

## Downloadable Reproducible eBooks

Thank you for purchasing this eBook from  
[www.socialstudies.com](http://www.socialstudies.com) or [www.writingco.com](http://www.writingco.com).

---

To browse more eBook titles, visit  
<http://www.socialstudies.com/ebooks.html>

To learn more about eBooks, visit our help page at  
<http://www.socialstudies.com/ebookshelp.html>

For questions, please e-mail [eBooks@socialstudies.com](mailto:eBooks@socialstudies.com)

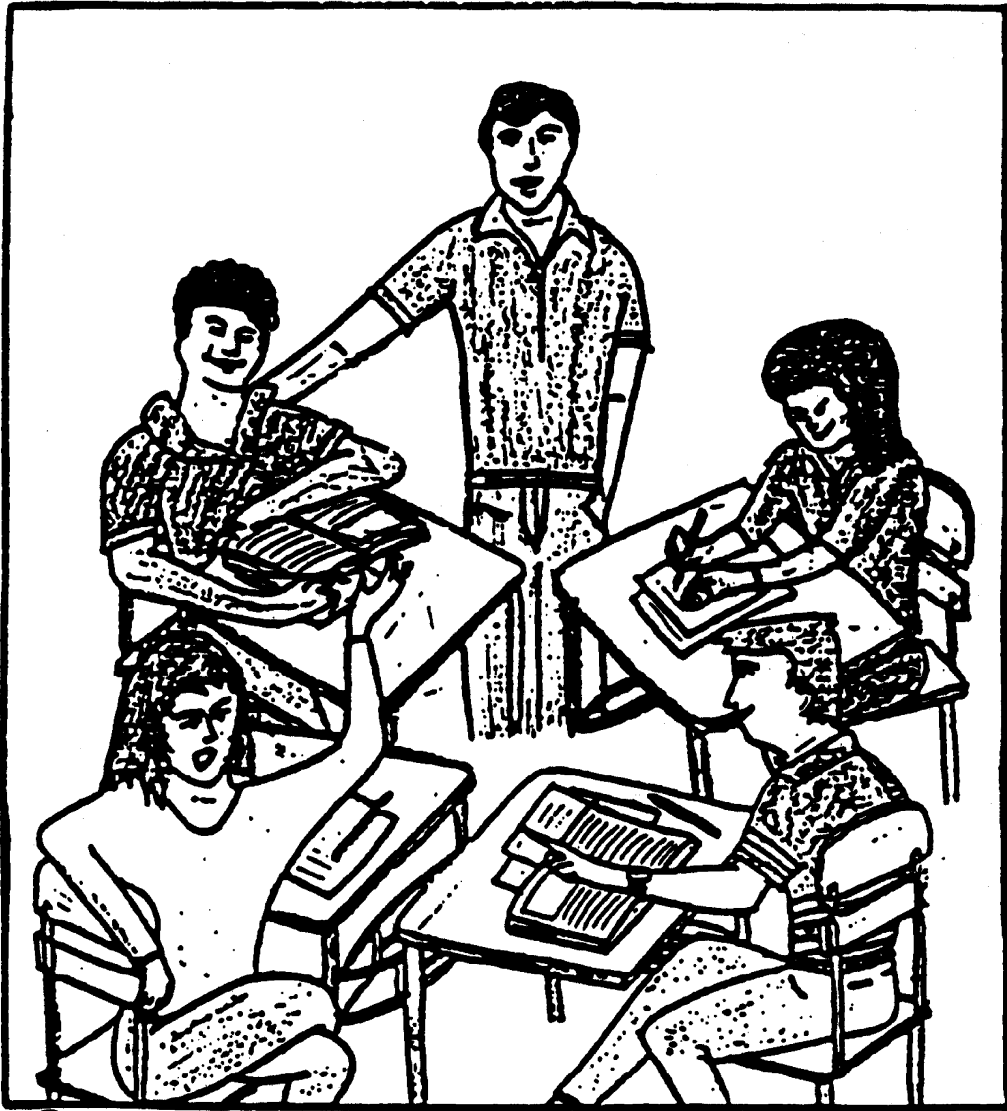
---

## Free E-mail Newsletter—Sign up Today!

To learn about new eBook and print titles, professional development resources, and catalogs in the mail, sign up for our monthly e-mail newsletter at  
<http://socialstudies.com/newsletter/>

# *Making Psychology Fun and Relevant*

*by  
Robert Leach*



*Relevance, Inc.*

FIFTEEN  
RELEVANCE EXERCISES  
FOR  
PSYCHOLOGY

PREPARED BY

ROBERT B. LEACH  
MENTOR TEACHER  
DUARTE HIGH SCHOOL  
DUARTE, CALIFORNIA  
PRESIDENT, RELEVANCE, INC.

THESE MATERIALS PUBLISHED BY

RELEVANCE

1149 #2 CALLE DE LA LUNA  
AZUSA, CALIFORNIA 91702

SPECIAL THANKS TO:

LILIBETH GANADEN  
ALMA D. GONZALES  
TZEITEL PARAS  
ENRILE TANDO  
ROSE LEACH  
HARLENE STANLEY

COPYRIGHT - DECEMBER, 1988, REVISED 1992

I suppose that if there is any subject offered at a high school that we expect to be fun and relevant, it would be psychology. Topics like dating, communication, interpersonal attraction, and peer pressure would seem to offer a myriad of potentially stimulating activities. Yet many high school psychology teachers have found it difficult to present these subjects in a manner that is fun and meaningful to their students. I can assure you that this activity booklet will provide a fun, meaningful, and educational experience in the realm of psychology.

Over the past 12 years of teaching psychology at Duarte High in Southern California, I have put together a wealth of material.

I was inspired to put together this booklet for two reasons. First, I could not find activities that excited my students when I began teaching psychology. Consequently, I created activities that would actively involve the students. Second, I read a book called, When Everything You Always Wanted Isn't Enough. The book stated that, to be really happy, we must share our talents with others. I thought this booklet would be an opportunity to do just that. I have had tremendous results with these activities over the years and I am confident that you will too.

Each lesson begins with an introduction that explains the topic to be investigated. Most of the activities can be completed in one or two

class periods but some may last as long as two weeks. Thorough instructions are provided that are easy to follow.

There are various types of activities in the booklet. The experiments are the most prevalent activity. The experimental designs are not perfect and are not meant to provide definitive conclusions. However, they will promote much discussion and your students will find them to be very stimulating. Control groups are provided in most of the experiments. They are present to determine if the manipulation or independent variable has influenced the dependent variable.

Some cooperative learning activities are also included in the booklet. I have had tremendous success with these lessons over the years in all of my social studies classes. These are group discussions in which the students investigate a topic of relevance to them. They enjoy these activities because they do not require the use of a text. However, much divergent thinking takes place. I recommend that you use the activity entitled, "Pass The Paper And Pen" prior to having the students perform the cooperative learning activities. It is necessary for them to learn to work as a team and "Pass The Paper And Pen" will help to encourage this.

Finally, lessons are included that will take more than one or two

class periods. I have had fabulous experiences with these extended activities as well. I hope you will not be "turned off" by them as many teachers are because of the time involved. Psychology is certainly an academic class and much material is to be covered. However, I feel that these activities are very beneficial. If it means skipping a chapter in your textbook to include this material, I know you will find it to be extremely worthwhile.

## TABLE OF CONTENTS

### UNIT I        EXPERIMENTS

Operant Conditioning .....	1
Reinforcement Schedules .....	4
Efficient Practice Methods.....	7
Communication .....	10
Peer Pressure .....	12
Intrinsic and Extrinsic Motivation .....	15
The Effect of Music on Performance .....	18
Honesty and Attraction.....	20
Recreation vs. Sport.....	24

### UNIT II        COOPERATIVE LEARNING ACTIVITIES

Pass the Paper and Pen .....	27
Popularity in High School .....	29
Dating.....	31
Changing Marriages.....	33

### UNIT III        EXTENDED ACTIVITIES

Pleasurable Activity.....	36
Psychology in Action .....	39

Psychology  
Experiment: Operant Conditioning

Name \_\_\_\_\_  
Date \_\_\_\_\_  
Per. \_\_\_\_\_

### Introduction:

It seems fairly obvious that receiving an incentive or a reward for our efforts will impact on our behavior. The famous psychologist, B.F. Skinner demonstrated this principle through extensive experimentation over many years. Moreover, he pointed out that those that control the rewards have tremendous power and influence over those that desire the rewards. We are going to investigate the influence you can have over others when you control the reinforcement.

(To the teacher: Have each of your students perform Step I prior to passing out this handout. In addition, if there are an odd number of students, you will need to be an experimenter.)

### Procedure:

**Step I:** Ask students to make a list of 4 hobbies or interests that they enjoy talking about. This list should be written on a separate sheet of paper.

**Step II:** Ask half the class to give their list to another student and wait outside the class. This group will make up the "subjects." No experimenter should receive more than 1 list. (The experimenters are the students that remain in the room.) The experimenters can discard their own list of hobbies. They will be using the list received from the subjects for the purpose of this experiment. Be careful that none of the subjects receive a list from another student.

**Step III:** Instructions to the experimenter group: Tell the students that remain that we are conducting an experiment on operant conditioning. Tell them that their task is to try to influence their subjects' conversation through the use of reinforcement. Have the students look at their subjects' list and put an "X" by the topic they most want their subject to talk about. Tell the students to record this topic next to #4 under "Interpretations." Instruct students to smile and discuss the topic that they have chosen, and to act uninterested when their subject talks about a subject other than the one they have chosen. Disinterest can be shown by yawning, lack of eye contact, or looking at your watch. Students should be cautious not to "over do it." We do not



want our intent to be obvious to the subjects. Tell the experimenters that they will initiate the conversation. For example, they could begin by saying, "Let's talk about shopping. Where do you like to shop?" Be sure to record the other 3 topics under #1, #2, and #3. Experimenters should talk about these 3 topics first. The hypothesis is that the subjects will spend the most time on the reinforced topic.(#4)

Step IV: Bring the "subject group" back to class and instruct them to talk about 4 hobbies for an equal amount of time with the experimenter. (Of course, we don't want them to do this.) Tell them we are doing an experiment on communication, a deception. Give them eight minutes to talk.

Step V: Tell the subject that we are actually doing an experiment on operant conditioning. Explain to them the different types of reinforcement that were used to try to shape the conversation. Distribute handouts to the subjects. Have the experimenters estimate how much time their partner (subject) spent on each topic.

Interpretations:

Topic:   #1\_\_\_\_\_ #2\_\_\_\_\_ #3\_\_\_\_\_ #4\_\_\_\_\_

Time:    #1\_\_\_\_\_ #2\_\_\_\_\_ #3\_\_\_\_\_ #4\_\_\_\_\_

What percent of the subjects spent 3 or more minutes discussing the #4 topic?

Conclusions:

Experimenters Only:

1. Do you feel that you had control over what the subject talked about? Why or why not?

Subjects Only:

1. Did you notice that the experimenter was doing anything unusual? Explain.

2. Did you tend to talk about the topic in which the subject seemed interested ?

Both:

1. Do you feel that the percentage of subjects that spent 3 or more minutes on the #4 topic was significant enough to prove the hypothesis? Why?

2. Do you feel that other people influence what you talk about with them through the use of reinforcement? Why or why not?

Psychology  
Experiment: Reinforcement  
Schedules

Name \_\_\_\_\_  
Date \_\_\_\_\_  
Per. \_\_\_\_\_

(To the teacher: Prior to reading the introduction, get three groups of five students to volunteer to be subjects and have them wait outside the classroom.)

#### Introduction:

Common sense and psychological experimentation has shown us over the years that reinforcement or rewards very positively impact on behavior. Both animals and humans improve their efficiency when rewarded by money, vacations, scholarships, or simply praise. Interestingly enough, some studies on this topic have shown that rewarding people some of the time rather than all of the time is more beneficial. This practice seems to encourage people and animals to put forth more effort. The following experiment will investigate whether or not this is true for our students.

#### Purpose:

Determine whether or not reinforcement is best when it's continual or intermittent.

#### Materials:

Subjects from a high school psychology class, a basket (the nurf ball or waste basketball variety is preferable), a nurf basketball or wiffle balls.

#### Procedure:

With the three groups of subjects waiting outside, give the remainder of the students (experimenters) the following instructions: We are going to do an experiment to test whether or not continual or intermittent reinforcement is the best to use. We will bring each subject back one at a time. The subjects from group 1 will make up the experimental group exposed to continual reinforcement. Every time a subject from this group shoots, whether he makes it or not, all of you will give reinforcement. If the shot is made, you might say, "nice shot." If the shot is missed, "nice try" or "close" would be appropriate. Group 2 is an experimental group also. The subjects from this group will be

exposed to intermittent reinforcement. They are told "nice shot" only when a shot is made. However, if a shot has not been made by the third shot, say "nice try" on the fourth attempt. Of course, if that attempt is made, go ahead and respond with "nice shot". Group 3 is a control group. They will not be told anything whether they make it or not. After each student finishes their fifth shot, he/she will be asked if they would like to continue shooting. If they answer "yes", tell them we will give them a chance to shoot after every one of the subjects has had an opportunity. Our hypothesis is that the students that are exposed to intermittent reinforcement will be the most likely to want to continue shooting baskets regardless of their success. We will measure this by the number of "yes" answers in each group. Our hypothesis will be proven if more yes answers are given in group 2 than the control group or group 1.

#### Interpretations:

	Group 1		Group 2		Group 3	
	Yes	No	Yes	No	Yes	No
1.	___	___	___	___	___	___
2.	___	___	___	___	___	___
3.	___	___	___	___	___	___
4.	___	___	___	___	___	___
5.	___	___	___	___	___	___

#### Conclusions:

1. Was the hypothesis proven? If not, do you have any ideas why?
  
2. What were the reactions of the subjects in the two experimental groups to the different types of reinforcement?(Call on them)

3. What are some other variables that could account for whether or not the subjects wanted to continue shooting?
  
4. Do you feel you will give your best effort in a situation where you are being told you are doing a good job all the time or only part of the time? Why?

Psychology

Experiment: Efficient Practice Methods

Name \_\_\_\_\_

Date \_\_\_\_\_

Period \_\_\_\_\_

(To the teacher: This experiment is good to use with material on learning. Since the song McNamara's Band, is a traditional Irish favorite, it is ideal to use on or around St. Patrick's Day. Many of my students sing the song for other students and teachers and it provides some cultural awareness. I would suggest that, after reading the directions, you sing the song for yours students.)

### Introduction:

The ability to learn a concept or task certainly takes time and practice. No athlete would dare to compete in a contest without plenty of practice. Although many students cram to prepare for a test, we know that retention is best when you learn material in a gradual manner. Experts on learning recommend that we distribute our studying or practices. In addition, we should learn only part of a concept or skill rather than learning the whole thing at once. For example, a basketball player would not be expected to learn all about dribbling, shooting, rebounding, screening out and defense all in one day. Each skill would be broken down into parts. One part would be mastered before going on to the next. Mastery would result from putting all the parts together and rehearsing the skills on a regular basis. The following experiment will show the most efficient method to learn a short song.

### Purpose:

To learn which method of practice is most efficient for memorizing an eight line song.

### Procedure:

The class is broken into four groups, each one assigned a different practice method. A handout sheet with "McNamara's Band" and directions for each group to follow is passed out. When the go ahead is given, each member in each group tries to memorize the song by the method of practice that is assigned to his/her group. After approximately fifteen minutes of practice, each member of the class is instructed to take out a sheet of paper and write out the song. (They cannot look at their hand-out.) The papers are then exchanged with another group and corrected. Determine how many songs have been

correctly reproduced. Our hypothesis is that the groups that use part learning will have better retention.

Interpretations:

Determine how many students in each group were able to correctly reproduce the song and how many came close. (Completed at least 5 lines accurately.)

	#Completed	#Came Close
Group 1: Whole learning, massed	_____	_____
Group 2: Part learning, distributed	_____	_____
Group 3: Whole learning, distributed	_____	_____
Group 4: Part learning, massed	_____	_____

Conclusions:

1. Which group learned the song the best?
2. Did the results surprise you? Why?
3. What are some other tasks that might be best learned in a gradual manner?
4. Can you think of any tasks that might be best learned with whole learning and massed practice?
5. Which practice method would be most efficient for studying? For learning to play a sport? Why?

(To the teacher: Have the students sing the song!!)

### McNamara's Band

Oh me name is McNamara, I'm the leader of the band,  
Although we're few in number we're the finest in the land.

Oh we play at wakes and weddings, and at every fancy ball,  
But when we play at funerals, we play the best of all.

Oh the drums go bang, the cymbals clang, the horns they blaze away,  
McCarty pumps the old bassoon as I the pipes do play.

Oh Hennesey Tennesey toodles the flute and the music is something  
grand,  
A credit to old Ireland is McNamara's band.

#### Directions:

Learn the song by the method of practice that is assigned to your group.

#### Group 1: Whole Learning, Massed Practice

Read the song all the way through. Don't take any rest between practice sessions. As soon as you finish one trial start the next. Repeat this procedure until time is called.

#### Group 2: Part Learning, Distributed Practice

Divide the song into sections. Study two lines until you have them memorized. Then study the next two lines until you have them memorized. When you have the first four lines memorized, take a three minute rest. Then finish memorizing the song in the same manner.

#### Group 3: Whole Learning, Distributed Practice

Read the song all the way through five times. When this is completed, take a three minute break. Repeat this procedure until you are told to stop.

#### Group 4: Part Learning, Massed Practice

Divide the song into sections. Study two lines until you have them memorized. Then move on to the next stanza. Do not rest between trials.



Psychology  
Communication

Name \_\_\_\_\_  
Date \_\_\_\_\_  
Per. \_\_\_\_\_

### Introduction:

It has long been accepted that most girls mature both physically and emotionally before boys. One of the areas where this emotional maturity is manifested is in communication. Girls much more easily reveal their personal and intimate feelings to their close friends. Boys tend to talk about activities such as sports rather than discuss their feelings. This is most often carried into adulthood with dire consequences for the boys. The withholding of these feelings can lead to frustration, stress, and numerous physical maladies. The following activity should give you some indication of the differences of males and females when it comes to communicating their feelings.

### Directions:

Step I: On a separate sheet of paper, answer the following questions:

1. What were some positive emotions or feelings that you have had recently? What brought about these feelings?
2. Discuss something that has upset or bothered you recently.
3. How do you feel at this moment? Why?
4. Discuss an activity that you enjoy and explain why.

Step II: Pick one partner and have a conversation discussing some or all of your collective answers to the four questions. You will have 10 minutes to engage in a conversation. Do not go on to the interpretations and conclusions until your teacher instructs you to do so.

### Interpretations:

1. How many girls talked about their negative feelings at least part of the time? (Calculate the percentage)

2. How many of the boys talked about negative feelings at least part of the time. (Calculate the percentage)

The most difficult feelings for us to share with another are those that are negative. When we have good feelings about ourselves, it is fairly simple for most of us to relate these emotions to another. Some people may not discuss these things because they do not want to bother others or they may not want to appear weak. For whatever the reason, many boys particularly have a difficult time sharing their negative feelings.

#### Conclusions:

1. Was there a difference between the amount of time boys and girls talked about their negative feelings? If so, what was it and how do you account for this?

2. If you did not talk about things that have bothered you recently, what were the factors that stopped you from doing so?

3. If your partner had been your best friend, how might your conversation have been different?

4. When you get together with friends, do you spend more time performing and talking about activities or more time talking about feelings? Why?

5. If you talked about some of your personal feelings with your partner, how did you feel about yourself and the other person?

6. Based on your experience with this activity, how will you deal with your negative feelings in the future?

Psychology  
Experiment: Peer Pressure

Name \_\_\_\_\_  
Date \_\_\_\_\_  
Per. \_\_\_\_\_

### Introduction:

The term "peer" refers to a person who is similar to you in age, economic level, and position in life. At no time in your life will your peers have more of an impact on your decisions than during adolescence. Your peers influence the way you talk, the clothes you wear, and even the people with which you associate.

### Purpose:

To determine the impact of peers on decision making.

### Materials:

3 different straight lines drawn on a chalk board of varying lengths. One line is drawn vertically, one is drawn horizontally, and one is drawn diagonally.

### Directions:

Step I: Choose ten students. Divide them into 2 groups of 5, an experimental group and a control group. Send these ten students out of the classroom.

Step II: Draw 3 different straight lines on a chalk board. The line on the left should be vertical and twelve inches long. The line in the middle should be horizontal and thirteen inches long. The line on the right should be diagonal and fourteen inches long.

Step III: Tell the remainder of the students in class that we are doing an experiment on peer pressure. We are going to have each subject come back one at a time. We will tell each of the subjects in the experimental group that we are doing an experiment on perception. This is actually a deception. We will ask the members of the experimental group to pick the line that they think is the longest. Before he or she makes the choice, we are going to put peer pressure on the subject. We will say that we will have 3 students come up (one at a time) to take a close look and make a selection to help him. In fact, they are going to make an incorrect selection (the line on the left)

selection, the subject makes his or her choice. Instruct the students to laugh if the subject makes the correct choice to supply even more peer pressure. Ask the subject, "Are you sure that is the choice that you want to make?" The hypothesis is that some students will choose the line on the left as a result of the peer influence. Although most students may not change their choice, they will certainly be tempted to go along with their peers.

Step IV: The teacher or a designated student will bring in one student at a time from the experimental group and give the directions provided in Step III. Also proceed with the experiment following the directions in Step III.

Step V: The subjects from the control group will make their choices without the variable of peer pressure. Each subject will be asked to choose the longest line. DO NOT have the 3 students come to the board and make their choices. All of these subjects will most likely choose the line on the right without hesitation.

Step VI: Compare the results of the 2 groups.

Interpretations:

Subject	Experimental Group		Control Group	
	Correct	Incorrect	Correct	Incorrect
1	_____	_____	_____	_____
2	_____	_____	_____	_____
3	_____	_____	_____	_____
4	_____	_____	_____	_____
5	_____	_____	_____	_____

(To the teacher: You should not feel as though the experiment was a failure if none of the subjects from the experimental group choose the incorrect line. Rather it is rewarding to know that your subjects were independent thinkers instead of conformists.)

Conclusions:

1. Was the hypothesis proven? If not, how do you account for the results of the experiment?

2. What were the subject reactions to watching their peers make incorrect selections?(Ask them)
3. Do you feel that pressure put on you by your peers has an impact on the decisions that you make? How so? In what areas?
4. Describe a time when you went along with your peers rather than your own judgement? Do you feel that you would make the same decision today?

Psychology  
Experiment: Intrinsic and Extrinsic  
Motivation

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

### Introduction:

Over the years it seems that American society has eroded into a purely materialistic existence. People don't look for the inherent pleasure in doing a task but for some type of reward associated with it. Students strive for good grades to win scholarships, not to attain knowledge. Polls show that the majority of workers derive little or no sense of fulfillment from their jobs. They see their jobs as a means to an end. Extrinsic rewards, reinforcement that is not directly associated with one's behavior, are required to motivate people to perform. However, a greater sense of satisfaction comes from an intrinsic reward, the performance of the behavior is rewarding in itself.

### Purpose:

To determine if high school students are intrinsically or extrinsically motivated.

### Procedure:

Below are several statements which are related to intrinsic and extrinsic motivation. Circle the number which most closely reflects your attitude toward the statement. Afterwards, look at the scale below and determine the degree to which you are intrinsically or extrinsically motivated.

1. I would read textbooks even if I did not have to go to school.

-3 -2 -1 0 1 2 3

2. I would come to school five days a week even if going to school on Fridays were optional.

-3 -2 -1 0 1 2 3

3. I would work just as hard in my classes if all grades were given on a pass or fail basis.

-3 -2 -1 0 1 2 3

4. I would be willing to work at a job that is below my financial desires if it is tremendously fulfilling for me.

-3 -2 -1 0 1 2 3

5. I would stay after school to get extra tutoring so I might better understand my school work.

-3 -2 -1 0 1 2 3

6. It makes no difference if my parents praise me for earning good grades. I will work the same amount of time to develop my potential.

-3 -2 -1 0 1 2 3

7. Most of the things I do give me an inner feeling of accomplishment.

-3 -2 -1 0 1 2 3

Interpretations:

Add up your positive and negative numbers and put the total in its proper place. Then look at the scale below and determine if you are intrinsically or extrinsically motivated. Finally, calculate the percentage of students that ended up in the extrinsic and intrinsic categories.

-15 to -21= Extremely extrinsic  
 -8 to -14= Unquestionably extrinsic-7  
 -7 to -1= Moderately extrinsic  
 0= Neutral  
 1 to 7= Moderately intrinsic  
 8 to 14= Unquestionably intrinsic  
 15 to 21= Extremely intrinsic

My Total:\_\_\_\_\_

My Category:\_\_\_\_\_

% Extrinsic:\_\_\_\_\_

% Intrinsic:\_\_\_\_\_

Conclusions:

1. Do you feel that most people require extrinsic rewards to get their best efforts? Why?

2. Is it more rewarding to receive an inner feeling of success for an

accomplishment or to get external recognition? Why?

3. Do you feel that you have a balance of intrinsic and extrinsic motivation?



Psychology  
The Effect of Music on Performance

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

Introduction:

Researchers have found that music can have a dramatic impact on human behavior. Consequently, it is commonplace to hear music in grocery stores, department stores, restaurants, and businesses. For many people, the pace of music can influence their speed, mood, and concentration in subtle but significant ways.

Purpose:

To determine the impact of varying tempos of music on the performance of a task.

Materials:

An audio tape player, 2 audio cassette tapes (one playing fast tempo music and the other playing slow tempo music). A chart with numbers ranging from 1-30 scattered out of sequence.

Procedure:

Step I: Request that 3 groups of 3 students volunteer to be subjects and have them wait outside the classroom.

Step II: (Read to the remainder of the class) We are doing an experiment to investigate the impact of music on performance. What we are going to do is have each subject come back one at a time. They are going to look at a chart with numbers from 1-30 scattered out of sequence. They are going to turn their back on the chart. When a designated timer says, "start", the subject will face the chart and begin counting the scattered numbers in sequence. After finding each number, the subject will put his or her index finger on it and call it aloud. While the subject is performing the task, music will be playing in the background. The first group will listen to fast music. The second group will listen to slow music. The third group will be a control group and listen to no music at all. The timer will keep track of the length of time each subject takes to perform the task. The students will record the time under interpretations after each trial. The hypothesis is that both groups listening to music will average faster times than the control group. Moreover, the fast music group will perform the best.

control group. Moreover, the fast music group will perform the best.

Step III: Begin the experiment by calling in one subject from group I (Fast music group) and having him approach the numbered chart. Instruct the student that there is a chart behind him (you have already posted it on the chalkboard) with numbers from 1-30 that are out of sequence. Then provide the instructions given in Step II. (Be sure to have the appropriate music playing for each group). When the subject is ready, have the timer start the subject. Have the rest of the students record the times.

Step IV: After all the subjects from each group have been timed, compute the averages for the different groups.

Interpretations:

Subjects	Group 1-Time	Group 2-Time	Group 3-Time
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____
Average	_____	_____	_____

Conclusions:

1. Was the hypothesis proven? If not, can you think of reasons why?
2. What are some other variables that might have determined each subject's performance aside from the music?
3. Do you think the results might have been different if we had the subjects take a test to music? How so?
4. Do you perform chores or homework with the radio on? If so, what type of music and how does it impact your performance?

Psychology  
Experiment: Honesty and Attraction

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

### Introduction:

A famous philosopher, Socrates, once asked many scholars of his generation if it is better to be a just or honest person or for others to think that you are honest. Very often people get the wrong impression of others. An individual might be thought of as an honest, hard working white collar worker while in actuality he rips off \$1,000 a day from his company. On the other hand, a person might be thought of as dishonest when, in reality, he or she is an honest person.

### Purpose:

To investigate how our perception of a person's honesty influences our opinion of him or her.

### Procedure:

Step I: Below are several descriptions of a variety of people. For each description, circle the number on the scale that represents your attitude toward that person. Although your information is limited, rate them by your general impression of the individuals.

1. John is an executive at the Bank of America and makes \$80,000 a year. He is 31 years old and enjoys playing raquetball, going to the movies, and watching sporting events.

-3 -2 -1 0 1 2 3

2. Mary is a housewife and has three children. She has a college degree in Business and plans to go to work as an accountant when her youngest child gets to be ten years old.

-3 -2 -1 0 1 2 3

3. Phil has been a carpenter most of his life but has been unemployed for a year. He has been looking seriously for a job even though he is feeling worthless.

-3 -2 -1 0 1 2 3

4. Lisa is a high school Senior who is planning to attend U.S.C. She is a member of the choir, plays on the girls basketball team, and is a cheerleader.

-3 -2 -1 0 1 2 3

5. Jim is a high school Junior. He has not been involved in extracurricular activities. After graduation he plans to join the Air Force and hopes to be a commercial pilot some day.

-3 -2 -1 0 1 2 3

6. Linda is an 18 year old college freshman who is majoring in Psychology. She enjoys going to parties, watching old movies, water skiing, and traveling. Eventually she wants to become a high school teacher.

-3 -2 -1 0 1 2 3

Step II: Read the added information given about each individual below. After doing so, circle the number that now reflects your attitude toward that person on the new scale. Compare your new rating of the individual with your earlier one. Record your change in attitude in the "Difference" columns in the Interpretations below. For example, if John's rating went from a +1 to a -1, the difference would be a -2. Note that you will be computing the average difference for the "Honest" and "Dishonest" people. Our hypothesis is that additional information reflecting dishonesty will cause your opinion to decrease. The opposite will take place when you receive information that shows dishonesty.

1. John has been stealing \$500.00 a day for 7 years from his bank and hasn't been caught.

-5 -4 -3 -2 -1 0 1 2 3 4 5

2. Mary has been cheating on her husband for 6 months.

-5 -4 -3 -2 -1 0 1 2 3 4 5

3. Phil volunteers at the Y.M.C.A.

-5 -4 -3 -2 -1 0 1 2 3 4 5

4. Lisa often cheats on her tests.

-5 -4 -3 -2 -1 0 1 2 3 4 5

5. Jim gives \$5.00 a week to United Way

-5 -4 -3 -2 -1 0 1 2 3 4 5

6. Linda recently found a wallet with \$500.00 in it and immediately returned it to the owner.

-5 -4 -3 -2 -1 0 1 2 3 4 5

Interpretations:

Dishonest People	Difference	Honest People	Difference
John	_____	Phil	_____
Mary	_____	Jim	_____
Lisa	_____	Linda	_____
Avg. Difference	_____	Avg. Difference	_____

1. What percentage of the students' attitudes changed negatively towards John, Mary, and Lisa?(A negative average difference score reflects a negative attitude change)

2. What percentage of the students' attitudes changed positively towards Phil, Jim, and Linda?(A positive average difference reflects a positive attitude change)

Conclusions:

1. Did the class as a whole favor those people who were actually honest more than those that were dishonest?

2. Did your opinion of each individual's honesty change with the additional information? How so?

3. Generally, our society does not approve of dishonesty. However, there are certainly areas of life where a majority of people find it acceptable to be dishonest. One of these areas involves the observation of the speed limit. List some other areas of life that could be placed in this category. Explain why it should be acceptable or unacceptable to be dishonest in these areas.

4. Can we conclude from this experiment that most high school students would believe that it is better to be thought honest or actually honest? Why?

Psychology  
Experiment: Recreation Vs. Sport

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

### Introduction:

There is no doubt that playing a sport for recreation and playing a competitive high school sport are two separate activities. Let us assume that both manners provide some level of enjoyment for the participant. Today we are going to try to determine the differences in the respective activities.

### Purpose:

To determine the differing levels of satisfaction received from playing in a competitive sport as opposed to a recreational sport.

### Materials:

A softball, a bat, softball gloves for each student.

### Procedure:

Step I: Split the class into two softball teams consisting of an equal number of boys and girls. There will be no incentives for winning other than "the thrill of victory." It is recommended that the offensive team supply their own pitcher and that each hitter is limited to 3 pitches.

Step II: After playing the softball game, answer the questions below under Interpretations by circling the number that best reflects your attitude.

Step III: Go to a competitive baseball or softball game. (If it is not baseball season, you may watch another competitive sport) Observe the level of concentration, the frustration, and the elation of the players.

Step IV: Answer the same questions under Interpretations regarding the competitive baseball game. This time, however, put an X on the number that best reflects your attitude.

Step V: Add the positive and negative ratings for the softball game.

Then add the positive and negative ratings for the competitive game.  
Record your totals under Interpretations.

Step VI: Compute the class average for each of the two activities and record the results under Interpretations.

Step VII: Refer to the scale to determine how pleasureable the 2 activities were rated individually and as a class.

Interpretations:

1. The participants appeared to be having a fun time.

-3 -2 -1 0 1 2 3

2. The participants demonstrated fellowship by recognizing the accomplishments of teammates.

-3 -2 -1 0 1 2 3

3. The majority of participants were attentive to the game.

-3 -2 -1 0 1 2 3

4. Both the winning and losing teams showed good sportsmanship throughout the game.

-3 -2 -1 0 1 2 3

5. The participants appeared to be confident and were not afraid to fail in the game.

-3 -2 -1 0 1 2 3

6. When encountering failure the participants did not visibly show anger.

-3 -2 -1 0 1 2 3

Individual Results: Softball Total\_\_\_\_\_ Competitive Sport Total\_\_\_\_

Class Results: Softball average\_\_\_\_\_ Competitive Sport Average\_\_\_\_  
Scale:



12 - 18 = Extremely Pleasureable	-12 - -18 = Extreme Unpleasure
6 - 11 = Very Pleasureable	-6 - -11 = Very Unpleasureable
1 - 5 = Moderate Pleasure	-1 - -5 = Moderate Unpleasure
0 = Neutral	

**Conclusions:**

1. According to the class results, which activity provides more pleasure?
2. What were the differences that you observed between the 2 activities?
3. Let's assume that the competitive game is played with a higher degree of intensity. What are the reasons for this?
4. In your own opinion, which activity seemed to provide more enjoyment for the participants? Why?

Psychology  
Pass The Paper and Pen

Names \_\_\_\_\_

Date \_\_\_\_\_

Period \_\_\_\_\_

### Introduction:

Our society has traditionally put a premium on self-reliance. Schools and business alike have practiced a Social Darwinian survival of the fittest mentality in theory. Today our life styles have brought about more and more service industries. Our ability to work with others and communicate effectively has become essential. Skills such as being a good listener, being polite, sharing responsibility, and having a good sense of humor are just as important as your competence. This class will incorporate activities in which you will work in groups. The success of your group and your own grade will be determined by your ability to cooperate. As in all businesses and athletic teams, your success can be impaired by just one weak link. With this in mind, it is in your best interest to be dependable. There are a few important considerations for you to remember when working in your group. First of all, there will be no put downs. Do not belittle your team members ideas. All of us work best with encouragement. When individuals in your group make good suggestions, tell them so. Second, you need to be a good listener. Let your colleagues finish their explanations before commenting. Often times, the people who are considered the best conversationalists are those that do little more than listen.

### Directions:

Before a group or team can work efficiently, camaraderie or good feelings must be built up amongst the group. In order to promote this we are going to periodically play extra credit games called "Pass The Paper and Pen". Each group will have one of these papers and a pen. I will ask you, for example, to list all the different name brands of clothing your group can think of in one minute. The two groups with the most on their list will get extra credit. The rules are that you must pass the paper and pen to another group member after you have written an entry on your list. If your team member cannot think of anything, the other group members can help. However, you should be relatively quiet so other groups do not hear your answers. This type of activity will be done several times before your group works on an

official cooperative learning lesson. In addition, we will periodically play "Pass The Pen" to keep your group working cohesively.

- List:
- |          |           |           |
|----------|-----------|-----------|
| 1. _____ | 6. _____  | 11. _____ |
| 2. _____ | 7. _____  | 12. _____ |
| 3. _____ | 8. _____  | 13. _____ |
| 4. _____ | 9. _____  | 14. _____ |
| 5. _____ | 10. _____ | 15. _____ |

Use the back of this paper if necessary.

Psychology  
Popularity in High School

Name \_\_\_\_\_

Date \_\_\_\_\_

Period \_\_\_\_\_

**Introduction:**

One of the qualities that is very attractive to high school students is popularity. It is no surprise that most students desire popularity. Popularity can be derived in many ways. Sometimes it is gained through achievement, service, or good deeds. However, it can be ascribed through other less attractive means as well. Unfortunately, some students will compromise some of their principles to attain it.

**Directions:**

Below are questions related to the topic of popularity. Discuss and answer these questions within a group and be prepared to share your answers with the rest of the class.

1. List as many factors or qualities as you can that contribute to being considered popular.
2. Since popularity is desired by most high school students, there must be something about it that is beneficial. Name (at least) three benefits to being considered popular.
3. How are the factors that make girls popular different than those that make boys popular?
4. Students that are considered popular are having much more fun than those that are not popular. Does your group agree or disagree? Why?
5. The most important characteristic in being popular in high school

is achievement. Does your group agree or disagree? Why?

6. Popularity can be equated with prestige or social status. How do you suppose the criteria for popularity or social status will change as you get older?

7. Imagine that we have created a perfect high school in a perfect world. What would you want the characteristics for being popular to be?

**Psychology**  
**Dating**

Name\_\_\_\_\_

Date\_\_\_\_\_

Period\_\_\_\_\_

**Introduction:**

There is no doubt that dating brings about a great deal of nervousness and anxiety at any age. These emotions are certainly more intense during the period of adolescence. There are various aspects of dating which make it difficult for both sexes.

**Directions:**

Below are questions related to the subject of dating. Divide into all girl and all boy groups and answer the following questions. Then be prepared to discuss these questions with the rest of the class.

1. List as many reasons as you can defending why it is more difficult for your gender when it comes to dating.
  
  
  
  
  
  
  
  
  
  
2. How might dating change if it became more common for girls to ask boys out for dates?
  
  
  
  
  
  
  
  
  
  
3. If you could recommend one thing that the other sex do or not do to make dating more fun, what would it be?
  
  
  
  
  
  
  
  
  
  
4. To put both people at ease, what would you describe as the ideal place to go on the first date? Why?
  
  
  
  
  
  
  
  
  
  
5. Conversation is sometimes difficult on the first date. What topics of conversation would you recommend to the other sex on the first date?

6. Teenagers are often concerned that their "reputation" will be damaged if they date different people rather than "go steady." What are the advantages and disadvantages of both going steady and dating different people?

7. Referring back to question number 6, which of the two alternatives do you feel is best for teenager? Why?

Psychology  
Marriage Changes

Name \_\_\_\_\_

Date \_\_\_\_\_

Period \_\_\_\_\_

Introduction:

Today the divorce rate has reached an all time high. One out of every two marriages ends in a divorce. Despite this alarming failure rate, most couples still recite the marriage vows that state they are going to remain married until "death do us part". Some people feel that we need to be more realistic about marriage and its permanence. The pace of modern life makes it impossible to predict the compatibility of partners in the future.

Directions:

Within a group, determine which changes should be made in order to improve marital happiness. Place a check by the changes your group would make to improve marriages. Then explain why your group arrived at your decisions. Be prepared to discuss your answers with the rest of the class.

1. Marital vows

Explanation

\_\_\_ Remain Forever

\_\_\_ Renewable 5 year contracts

\_\_\_ Until 1 or both wants to quit

\_\_\_ Other

2. Prenuptial Agreements

\_\_\_ Prior financial agreement

\_\_\_ Keep what you had before married/  
50-50 split after

\_\_\_ None would be acceptable

\_\_\_ Other



## 3. Trust

Explanation

- ☐ No contact with opposite sex except at work
- ☐ Go out for lunch acceptable
- ☐ Go out for a drink after work
- ☐ Other

## 4. Vacations

- ☐ Always together
- ☐ Go separate for a day
- ☐ Go separately for a week
- ☐ Other

## 5. Space In The Relationship

- ☐ Always go out together
- ☐ Go out with friends once a week (without spouse)
- ☐ Go out with friends twice a week (without spouse)
- ☐ Other

## 6. Permanence (check as many reasons for leaving as you feel acceptable)

- ☐ Stay together forever
- ☐ Permanent Paralysis
- ☐ Loss of eye sight
- ☐ Alcoholism

\_\_\_ Wife/husband beating

\_\_\_ Large weight gain

\_\_\_ Other

7. Additional Changes your group suggests (Optional)

**Conclusions:**

1. Do you think providing more freedom in a marriage would make it easier for people to make a lifelong commitment? Why?

2. Do you think it's a good thing that it's so much easier to get divorced nowadays? Why?

3. Think of a married couple that you feel has a good marriage. List some reasons why you feel their marriage produces happiness.

Psychology  
Pleasureable Activity

Name \_\_\_\_\_

Date \_\_\_\_\_

Period \_\_\_\_\_

### Introduction:

Most people believe that their personality is constant. Our personality makes each of us unique and it determines our behavior and our reactions to others. Variance from our predictable patterns are interpreted by saying we are in a good or a bad mood. There is a notion that differs greatly from this logic. It is that we simply do not have a permanent personality. When good things happen that raise your self-esteem, you are outgoing and gregarious. When bad things happen, we are more likely to be withdrawn. The key is that our attitude and behavior is determined by recent events rather than permanent personality characteristics. With this in mind, it would be in our best interest to leave time each day for activities that are enjoyable.

### Directions:

You are going to participate in a two week activity that will test the above hypothesis. Make a list of fifteen activities that you enjoy and can perform in the next 2 weeks. You are to try to do as many as are possible from your list each day. Record how many activities from your list that you accomplished each day. Then determine what kind of a mood you were in at the end of the day. For example, a +3 would indicate a fabulous day while a -3 would be a terrible day. Our hypothesis is that the more fun activities you engage in, the better your mood each day will be. This is a 50 point assignment. Add up your total of fun activities that you accomplish over the two week period. Each one counts as a point and the same activities can be repeated the next day. If you exceed 50 points, the additional points will be counted as extra credit.

(To The Teacher: This is a good activity to use while studying personalities theories. You may facilitate the students fun activities during the two weeks by showing a movie, taking students on a picnic, or any other endeavors that the majority of your students would find pleasureable.)

**List of Fun Activities:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_

**Daily Totals and Mood Scores:**

	# Of Fun Activities	Mood Score (Indicate With An X)
Monday	_____	<u>-3</u> <u>-2</u> <u>-1</u> <u>0</u> <u>1</u> <u>2</u> <u>3</u>
Tuesday	_____	<u>-3</u> <u>-2</u> <u>-1</u> <u>0</u> <u>1</u> <u>2</u> <u>3</u>
Wednesday	_____	<u>-3</u> <u>-2</u> <u>-1</u> <u>0</u> <u>1</u> <u>2</u> <u>3</u>
Thursday	_____	<u>-3</u> <u>-2</u> <u>-1</u> <u>0</u> <u>1</u> <u>2</u> <u>3</u>
Friday	_____	<u>-3</u> <u>-2</u> <u>-1</u> <u>0</u> <u>1</u> <u>2</u> <u>3</u>
Saturday	_____	<u>-3</u> <u>-2</u> <u>-1</u> <u>0</u> <u>1</u> <u>2</u> <u>3</u>
Sunday	_____	<u>-3</u> <u>-2</u> <u>-1</u> <u>0</u> <u>1</u> <u>2</u> <u>3</u>
Monday	_____	<u>-3</u> <u>-2</u> <u>-1</u> <u>0</u> <u>1</u> <u>2</u> <u>3</u>
Tuesday	_____	<u>-3</u> <u>-2</u> <u>-1</u> <u>0</u> <u>1</u> <u>2</u> <u>3</u>
Wednesday	_____	<u>-3</u> <u>-2</u> <u>-1</u> <u>0</u> <u>1</u> <u>2</u> <u>3</u>
Thursday	_____	<u>-3</u> <u>-2</u> <u>-1</u> <u>0</u> <u>1</u> <u>2</u> <u>3</u>
Friday	_____	<u>-3</u> <u>-2</u> <u>-1</u> <u>0</u> <u>1</u> <u>2</u> <u>3</u>

Saturday \_\_\_\_\_ -3 -2 -1 0 1 2 3

Sunday \_\_\_\_\_ -3 -2 -1 0 1 2 3

Total: \_\_\_\_\_

Conclusions:

Answer these questions and be prepared to share your answers with the rest of the class.

1. Did an increase in pleasureable activitiy result in a change in your mood? If so, how?

2. Do you believe people have permanent personality characteristics? Why or why not?

Psychology  
Psychology In Action:  
Defense Mechanism

Name \_\_\_\_\_

Date \_\_\_\_\_

Period \_\_\_\_\_

### Introduction:

It is quite natural for people to develop coping skills to protect their self-esteem. When we fail to achieve a desired goal, it certainly can be very frustrating. However, there are desirable and undesirable manners in which to cope with these frustrations. All of us, at times, have used some of the undesirable ways of coping. Most of them fall within the category of defense mechanisms. Generally speaking, defense mechanisms allow us to blame other people, situations, and things out of our control for our failures. Although they temporarily help us feel better, they are not very productive to our personal growth.

Nevertheless, defense mechanisms are very real and can be very entertaining. Once you are aware of them, you will be able to see others acting them out in their lives.

### Directions:

Within a group, you are going to produce a play. You will try to put as many defense mechanisms in your play as you can. You will not say the defense mechanisms. Instead you will act them out within the framework of your play. Your play can involve just about any topic or setting. Comedies generally seem to be more entertaining than dramas although either will be acceptable. Your play should have a minimum of two acts and last, at least, 10 minutes. Props and costumes will certainly enhance your grade. Along with your play you will be responsible for producing a cartoon poster. You need to illustrate, at least, one defense mechanism on your poster. You can show it visually or by way of the dialogue in the captions of your cartoon. The following are defense mechanisms that you will want to use in your play:

1. projection: putting the blame on some one else when it deservedly belongs to you
2. scapegoat: some one who is always blamed for the misdeeds of others

3. rationalization: making up believable excuses for your failures
4. sour grapes rationalization: claiming that you really did not want that which you could not have
5. sweet lemons rationalization: claiming that you really like something that you own when actually you would prefer a new or different one
6. displaced aggression: being mad at one person and taking it out on some other person or thing
7. identification: belonging to successful organizations or cheering for winning teams because your own self-esteem is not sufficient
8. compensation: making up for deficiencies in one area of your life by expending extra effort in another (This defense mechanism is a beneficial one)
9. overcompensation: neglecting certain areas of your life where you are deficient and spending all your time on your strengths
10. cognitive dissonance: once you make a choice between two things, you focus on the positive aspects of what you chose and the negative aspects of the unchosen item (Another beneficial defense mechanism)
11. procrastination: postponing the attack of a problem until the last minute
12. regression: escaping to a time in your life when things were less difficult.
13. repression: selective forgetting of painful times in your life.

Other psychological terms that lend themselves to use in a play:

1. Id: Freud's personality construct that demands immediate gratification (Thought of as the "bad inner voice" inside you)
2. Ego: Freud's personality construct that tells you to wait until the

right time and place to do certain behaviors (Thought of as the "good inner voice" inside you)

3. Superego: Freud's personality construct that tells you appropriate behavior and makes you feel guilty if you go against it
4. Pseudo-Scientist: fake scientist or quacks
  - a. Phrenologists: people who feel the bumps on your head to tell your needs and problems
  - b. Numerologists: people who look at the position of the letters in your name to tell your problems and your future

While each group performs the play, the rest of the class (the audience) will attempt to figure out which psychology terms were exhibited. You will be given \_\_\_\_\_ days to prepare your play. Good luck!

(To The Teacher: I encourage you to videotape the plays if equipment is available. However, allow each group to decide if they want to be videotaped. Most students enjoy the experience of watching themselves perform. Also I would encourage you to allow a week and a half to two weeks for this activity.)