

10

MODEL
LESSONS

PSYCHOLOGY

**TEACHER AND STUDENT
RESOURCE MATERIAL**

**Fred Brown
Daniel A. Conforti**

PSYCHOLOGY ○ **Contains**

- Scientific Method
- Dear Gabby
- Stages of Dying
- Memory
- Various Leaders of Psychological Research



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10 Model Lessons in Psychology

Teacher's Guide

This set of lessons is designed to teach students research and critical thinking skills necessary to be a successful student in high school and college. Many of the assignments utilize the cooperative learning technique. The assignments may be taught in any order depending on your class structure. In addition, these lesson plans may be adapted for use with students with different learning abilities.

I. LESSON—Scientific Method

PROCEDURES:

1. Duplicate and distribute the handout on page 1.
2. Students need to realize that psychology is an empirical science.
3. Stress the need for ethics in research.
4. Discuss the various research methods listed on the handout along with their strengths and weaknesses.
5. Discuss the different research projects listed on the handout.
6. Have students analyze the scientific method as utilized in the classic studies listed on the handout.

II. LESSON—Dear Gabby

PROCEDURES:

1. Duplicate and distribute the various letters to students during the appropriate units (pages 2-3).
2. Have students answer the letters for homework as if they were the advice counselors.
3. Have students read answers in class and discuss the differing points of view.
4. These letters spark intense discussions which are at the core of a successful psychology/social science class.
5. This type of lesson plan can be added for most units and is obviously not restricted to the topics of dating, drugs, and suicide.

III. LESSON—Stages of Dying

PROCEDURES:

1. Duplicate page 4 and distribute to students.
2. Have students do further research and answer questions. Discuss answers in class.
or
3. Lecture on material and have students answer questions during discussion.
or
4. Assign cooperative groups to research each stage and report on them. Then have students answer the questions.

IV. LESSON—Maslow's Hierarchy of Needs

PROCEDURES:

1. Duplicate and distribute the handouts on pages 5-9.
2. These pages should be utilized as reading.
3. Maslow's theory ranks needs from high to low. It is a pyramid.
4. Compare and contrast Maslow's theory of needs with other theories including:
 - A. Deci's Intrinsic Motivation Theory
 - B. Biological Motives
 - C. Drive Theory
 - D. Arousal Theory
5. Have students answer questions on page 9 or use them for discussion.

V. LESSON—Memory

PROCEDURES:

1. Duplicate and distribute the handouts on pages 10-11.
2. Divide class into two groups.
3. One group gets list without cues. The other group gets list with cues.
4. Give students ten minutes to memorize.
5. Have students list words as you call out cues.
6. Check results. Results should show those with cues get the most words right.
7. Discuss results.

VI. LESSON–Erikson’s Theory of Psychological Development

PROCEDURES:

1. Duplicate page 12 and distribute to students.
2. Have students do further research and answer questions. Discuss answers in class.
or
3. Lecture on material and have students answer questions during discussion.
or
4. Assign cooperative groups to research each stage report on them. Then have students answer the questions.

VII. LESSON–Kohlberg’s Theory on Moral Development

PROCEDURES:

1. Duplicate and distribute the handout on page 13.
2. Have the students discuss what they believe is the correct response to this situation.
3. Write these responses on the board.
4. Describe the general characteristics of people in stages 1 and 6.
5. After the discussion, have the students classify the responses according to the six stages.

VIII. LESSON–Effectiveness of Therapy Modalities

PROCEDURES:

1. Duplicate and distribute the handout on page 14 or make an overhead as a lecture outline or have students research each modality prior to class for discussion.
2. Follow the directions listed on the handout.
3. Students need to know the different modalities, their use, and impact and success ratio.
4. Have students apply the modalities to each problem. Some instructors have students design a program to help with those problems.

IX. LESSON—Freud’s Theory of Personality Development

PROCEDURES:

1. Duplicate page 15 and distribute to students.
2. Have students do further research and answer questions. Discuss answers in class.
or
3. Teachers can lecture on material and have students answer questions during discussion.
or
4. Assign cooperative groups to research each stage and report on them. Then have students answer the questions.

X. LESSON – Behavior Modification

PROCEDURES:

1. Fill out the information needed on page 16. Try to use a positive reinforcement first, then try a negative. When questioning students, ask them to describe their feelings toward each type of reinforcement.
2. Duplicate page 16 and distribute to students.
3. Conduct experiment.
4. Ask questions.

Sample Stimulus

Smiling

Clapping

Cheering

Sample Response

Write on board.

Take a book off a desk.

Open a door or window.

Scientific Method

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These are the six steps in developing a valid research design:

1. Develop **Questions** about a topic or subject.
2. Develop a **Hypothesis**. (What are you attempting to prove or disprove?)
3. **Gather Information** from appropriate sources to ascertain if your hypothesis is valid.
4. **Evaluate** the information gathered to decide if it is sound.
5. **Test** the hypothesis against the information to see if it is valid. Research methods may include, but are not limited to:
 - *double-blind study*
 - *counterbalancing*
 - *randomization*
 - *participant observer*
 - *placebos*
 - *group matching*
 - *statistical analysis*
6. Draw a **Conclusion** and write your findings.

Application

How was the scientific method used in the following research designs?

Zimbardo's Prison Experiment

Milgram's Behavior Study of Obedience

Pavlov's Classical Conditioning

Drugs

DEAR GABBY,

I am a 17-year-old who is having a major problem with my parents. About ten months ago, my parents began using marijuana and cocaine. Their behavior towards my brother and me has changed radically. They are less tolerant and generally mean-spirited. Furthermore, they are spending money on these drugs which we cannot afford to do. I talked to my parents about stopping their drug use, but they told me they are not addicted and would stop very soon. This promise to stop was five months ago. I have read about other teenagers who have turned in their parents to the police. I am considering the same action. Should I do it?

Drug-Free in Los Angeles

DEAR GABBY,

I am an honors student and considered a well-rounded person in my high school. I am also the type who likes to learn as much as possible from actual experiences. I have read and been exposed to all the anti-drug information concerning marijuana. From most of the reading I have done, it appears that marijuana does not have any major health repercussions if used once or twice. I feel I can better understand the drug problem if I have experienced the use of marijuana. I would never consider using cocaine or other hard drugs. Should I perform this experiment?

Experimenting Teen in New York

Suicide

DEAR GABBY,

I am a 16-year-old who has made a terrible mistake. I have been dating Fred for over a year. I thought we were very much in love. Because of this we engaged in sex. I have just discovered that I am pregnant. When I told Fred, he laughed and said I should get an abortion, and that he would not marry me under any circumstances. I cannot tell my parents because they are extremely religious, and I am afraid of their reaction. They might take physical action against me or kick me out of the house because of my sins. I don't know what to do. Maybe the easiest way out is to commit suicide, this way I would not have to face the music for my actions. Help, what should I do?

Desperate in Kansas

DEAR GABBY,

Until six months ago, I was an above-average student, a star athlete and very popular in my high school. Now my grades are barely average, my friends complain about my attitude, and I have quit the varsity basketball team. My problems started six months ago when I attended a party without my girlfriend Tina who had the flu that night. At the party I got carried away and ended up with another girl. This other girl means absolutely nothing to me. When Tina found out about this, she dropped me on the spot. I have apologized, sent her flowers, and called her many times to get back together. She refuses to see me or even talk to me on the phone. I cannot get her out of my mind. I cannot concentrate on anything but Tina. If I am going to feel like this the rest of my life there is not reason to live. I am at the end of my rope. What is the answer?

Wrong But Sorry in Boston

Dating

DEAR GABBY,

I have been dating Johnnie for almost a year and a half. We are very close. We have so much in common, including skiing, reading, movies and concerts. Up until a month ago, our relationship could be called perfect. However, about a month ago Johnnie started putting pressure on me to have sex. He says we have been going together for a long time, we are in love, and all the other kids are doing it. Gabby, I am not sure that I am ready for this type of relationship, but I do not want to lose Johnnie. I do love him, and we are considered by many in the school to be the perfect couple. I am sure that I don't give into him soon, he will leave me. Should I make love with him?

On the Fence in Phoenix

DEAR GABBY,

Barry and I have been going together for our entire four years in high school. Barry is a wonderful person whom any girl would be glad to have as a boyfriend. He is intelligent, handsome, and warm. We are graduating from high school this year and are both going to local colleges. Barry is going to the state university while I will be attending the junior college. The problem is this: I want to be able to date other people in college. College is the last time in a person's life that she can have fun without the commitments of marriage, work, and family. But at the same time, I want to continue to date Barry on a nonexclusive basis. Barry would never go for this arrangement and because of where we live, I could not do this behind his back. What should I do?

Can't Make Up My Mind in Washington

Kubler-Ross Stages of Dying

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Elizabeth Kubler-Ross discovered that there are five distinct psychological stages a person progresses through in the acceptance of his/her own death. These stages occur in the following order:

- | | |
|--------------------|-------------------------------------------------------------------------|
| Denial— | Person feels the doctor made a mistake. |
| Anger— | Person becomes resentful of and angry at those around him. |
| Bargaining— | Person tries to bargain with doctors and God for more time. |
| Depression— | Person comes to grips that death is inevitable but feels cheated. |
| Acceptance— | Person accepts death as part of life and quietly makes necessary plans. |

QUESTIONS

1. What are the various characteristics of each stage?
2. What are the major changes that occur in each stage?
3. What problems arise in each stage?
4. What factors allow individuals to cope with the problems encountered within each stage?
5. What happens to individuals who are unable to make adjustments from one stage to another?
6. Do friends and relatives go through the same stages in the acceptance of the death of a loved one?
7. Are hospitals, hospices, or home treatment best for enabling the terminally ill to progress through the stages?

Maslow's Hierarchy of Needs

Maslow worked to create a description of happy and mentally healthy people, whom he called self-actualized persons or persons who have developed their full abilities. In order to develop this description, Maslow studied historical figures from both the past and present. Some characteristics of the members of this self-actualized group:

- They enjoyed life.
- They were able to form deep, positive relationships.
- They respected themselves.
- They were able to make mistakes and take risks.
- They were highly creative.
- They were dedicated to jobs and ideas.
- They had little self-conflict.

As a result of studying these people, Maslow developed his Theory of Basic Needs.

Maslow stated: “The human being is motivated by a number of basic needs which are evident in all humans. They are everchanging and genetic or instinctual in origin.” He further stated that a human characteristic could be considered a basic need if it met the following conditions:

1. Its absence breeds illness.
2. Its presence prevents illness.
3. Its restoration cures illness.
4. Under certain free choice situations, it is preferred over other satisfactions or needs.

An example of this might be friendship. A person without friends doesn't feel good, while a person with friends does. When the person without friends makes some, he or she will feel better. People will choose having or keeping friends over other choices under certain circumstances.

Maslow called his theory a “hierarchy” of needs because a more basic need (lower on the pyramid) must be satisfied before the next need can be considered.

Physiological Needs

The most basic, and powerful of all people's needs are their needs for physical survival: food, water, shelter, sex, sleep, and oxygen. A person who is lacking food, self-esteem, and love will demand food first; and, until this need is satisfied, will ignore or push all other needs into the background. As Maslow said, “For a man who is extremely and dangerously hungry, no other interests exist but food.”

Once a person secures enough food, his or her thoughts turn to higher needs. A hierarchy is a ranking of needs from the most important to the least important.

Safety Needs

Once the physiological needs are sufficiently satisfied, then safety needs emerge. All people need to feel safe. People need both physical safety and emotional safety.

Physical Safety

When an adult or child does not feel safe, he or she is motivated to act in ways to assure a sense of safety. For example, if your house has been broken into and burglarized, you will probably put more locks on the doors.

Emotional Safety

Child psychologists and teachers have found that children need a predictable world; a child prefers consistency, fairness, and a certain amount of routine. When these elements are absent, he or she becomes anxious and insecure. Freedom within limits rather than total permissiveness is preferred. For both adults and children, emotional safety comes from the predictability of the things and people around us.

The Love and Belonging Needs

When the physiological and safety needs are met, needs for love, affection, and belongingness emerge. The person will hunger for affectionate relations with people, for a place in a group, and will strive with great intensity to achieve this goal.

Maslow found that the absence of love stifles growth and the development of potential.

Love, to Maslow, involves a healthy, loving relationship between two people, which includes mutual trust and respect. In the proper relationship, there is a lack of fear, a dropping of defenses.

Maslow continues, "The love needs involve both giving and receiving love... We must understand love; we must be able to teach it, to create it, to predict it, or else the world is lost to hostility and suspicion."

Self-Esteem Needs

Maslow found that people have two categories of esteem or respect needs: self-esteem and esteem from other people.

Self-esteem includes such needs as a desire for confidence, competence, mastery, adequacy, achievement, independence, and freedom.

- Respect from others includes such concept as prestige, recognition, acceptance, attention, status, reputation, and appreciation.

- Maslow notes, “The most stable and, therefore, the most healthy self-esteem is based on deserved respect from others rather than on external fame or celebrity status and unwarranted adulation.”

The Self-Actualization Needs

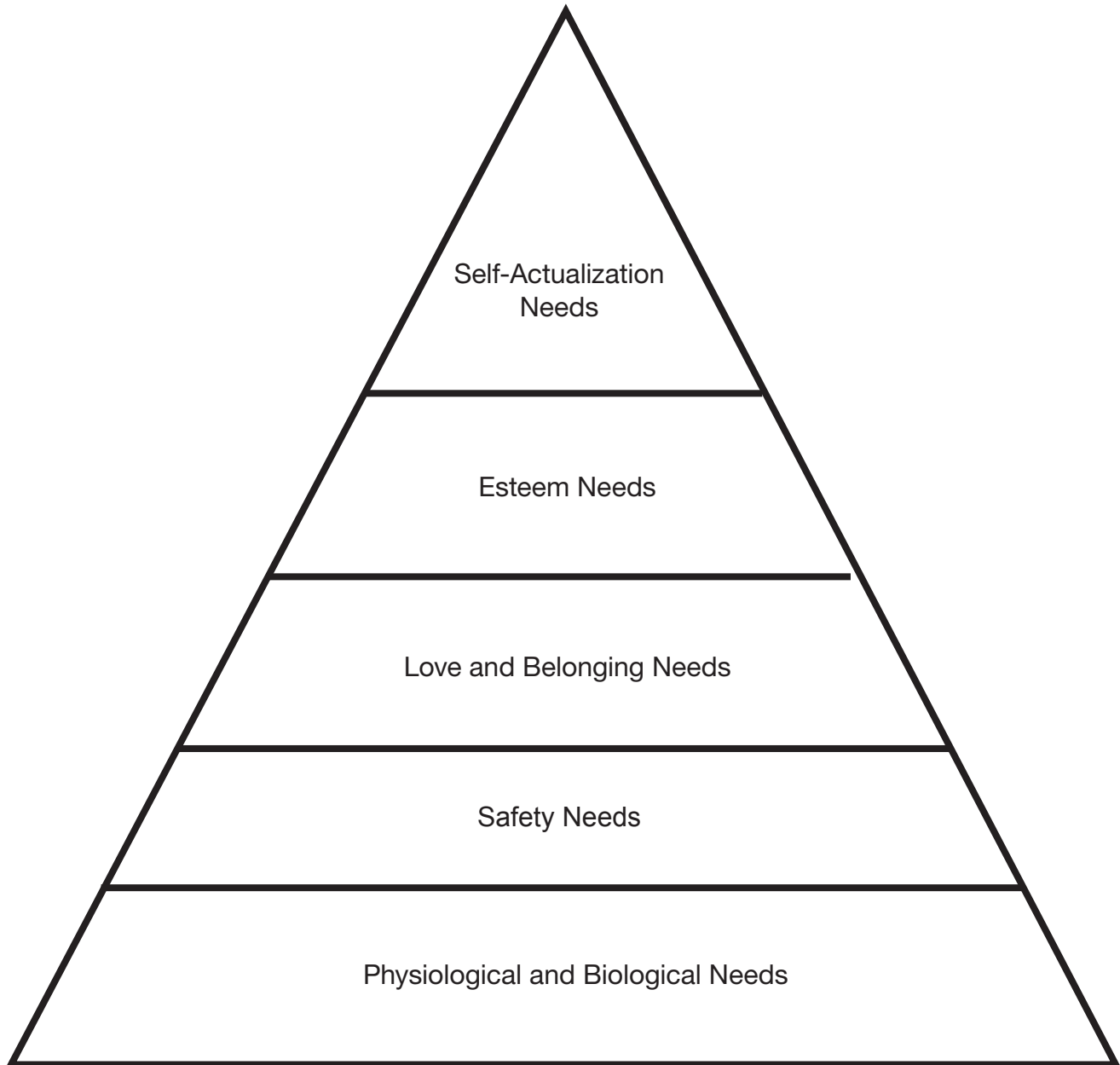
“What a man (woman) can be, he (she) must be!” Abraham Maslow stated. Self-actualizing refers to the idea of being all that you are capable of being. Note the U.S. Army recruiting slogan reflects this idea: “Be all that you can be in the Army.” Because this is a high-level need, you can understand that it only appears after a person’s love and esteem needs have been reasonably satisfied. One example of self-actualizing is evident in high school students. For example, people with mechanical interests may be self-actualized when they use their math ability to become computer programmers. For each person, the steps are different, but according to Maslow, all people need to feel self-actualized in order to be mentally healthy and happy.

Maslow finds that the need for self-actualization generally emerges after the love and esteem needs have been reasonably satisfied. Values held by self-actualized individuals:

Truth	Justice
Goodness	Order
Beauty	Simplicity
Aliveness	Richness
Individuality	Playfulness
Perfection	Effortlessness
Necessity	Self-sufficiency
Completion	Meaningfulness

Maslow's Hierarchy of Needs

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Maslow's Hierarchy of Needs

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1. What does Maslow mean by “hierarchy?”
2. What is a self-actualized person?
3. Name and explain the research techniques used by Maslow in this study.
4. List three examples of physiological and biological needs.
5. List three examples of safety needs.
6. List three examples of loving and belonging needs.
7. List three examples of esteem needs.
8. List three examples of self-actualization needs.
9. Is beauty a human need that fits within Maslow's hierarchy?
10. Maslow lists 16 values (truth, goodness, beauty, etc.) which self-actualization possesses. Do you think they are all important?
11. Which five of the 16 values are the most important?
12. What steps can be taken to help an individual who is stuck at each rung of the hierarchy below self-actualization?

List to be Memorized with Cues

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ANIMALS

dog
cat
horse
cow

CLOTH

cotton
wool
silk
rayon

FUELS

oil
gas
coal
wood

FRUIT

apple
orange
pear
banana

COLORS

blue
red
green
yellow

PROFESSIONS

doctor
lawyer
teacher
dentist

FURNITURE

chair
table
bed
sofa

UTENSILS

knife
spoon
fork
pan

SPORTS

football
baseball
basketball
tennis

WEAPONS

knife
gun
rifle
bomb

TOOLS

hammer
saw
nails
screwdriver

CLOTHING

shirt
socks
pants
shoes

List to be Memorized

.....

dog	cotton	oil
cat	wool	gas
horse	silk	coal
cow	rayon	wood
apple	blue	doctor
orange	red	lawyer
pear	green	teacher
banana	yellow	dentist
chair	knife	football
table	spoon	baseball
bed	fork	basketball
sofa	pan	tennis
knife	hammer	shirt
gun	saw	socks
rifle	nails	pants
bomb	screwdriver	shoes

Erikson's Theory of Psychological Development

Erikson breaks a person's psychological development into distinct stages. The last four stages of psychological development are:

Adolescence of Identity vs. Role Confusion (Ages 11–18)

Early Adulthood of Intimacy vs. Isolation (Ages 18–40)

Middle Adulthood of Generativity vs. Stagnation (Ages 40–65)

Late Adulthood of Integrity vs. Despair (Ages 65 and up)

QUESTIONS

1. What are the various characteristics of each stage of psychological development?
2. What are the major changes that occur between each stage?
3. What are the major problems which occur in each stage?
4. What factors allow people to cope with the problems encountered during the transition between stages?
5. What happens to individuals who are unable to make the adjustments from one stage to another?

Kohlberg's Dilemma

John Kohlberg and his wife Mary have been happily married for 35 years. Recently Mary Kohlberg has been diagnosed with a terminal form of cancer. The only possibility for her treatment is a new experimental drug developed by Dr. Seymour J. Allen. The Kohlbergs visit Dr. Allen. Dr. Allen examines Mary Kohlberg and feels his treatment may be beneficial in her case. Dr. Allen states the cost of the treatment would be approximately \$25,000 per year. Since this is an experimental procedure, the Kohlbergs' insurance refuses to pay for the treatment. Mr. Kohlberg explains this to Dr. Allen, but he refuses to give Mary the medicines without payment. Dr. Allen states, "I have been working on this breakthrough for 15 years." He has both time and money invested in his project which must be recouped. Dr. Allen is unyielding. Two weeks later, John Kohlberg breaks into Dr. Allen's office and steals the medicine needed for his wife's treatment.

Question:

Was John Kohlberg's action in stealing the medicine from Dr. Allen justified?

Kohlberg's Theory of Moral Development

Stage 0	Premoral
Stage 1	Simple Authority Orientation
Stage 2	Instrumental Relativist
Stage 3	Good Person Orientation
Stage 4	Law and Order
Stage 5	Social Contract
Stage 6	Ethical Principle

Effectiveness of Therapy Modalities

Part 1

Explain when and for what types of problems each therapy modality would be utilized. Also, describe the differences between the therapy modalities including the varying success rates.

Adlerian

Electric

Psychodynamic

Transactional Analysis

Gestaltic

Systematic Desensitization

Implosive

Behavior Modification

Aversion

Part 2: Application

1. What therapy modality(ies) would be best in treating the following problems:

Smoking

Drug Addiction

Overeating

Anorexia

Child Abuse

Spouse Abuse

Manic Depression

2. What factors did you use in selecting which modality to be utilized for each problem?

Freud's Theory of Personality Development

Sigmund Freud believed that individuals progress from birth to adolescence through five psychosexual stages. Freud considered these stages crucial in the development of a healthy personality. The child's experiences during these stages form the basis of the development of personality traits that continue into adulthood. Each stage focuses on an area of the body that is of prominent concern to the person at that particular time.

The stages:

- Oral—** The child gets pleasure primarily through sucking. (Birth to age 2–3)
- Anal—** The child first encounters restrictions on impulses as experienced through toilet training. (Ages 2–4)
- Phallic—** The child begins to find pleasure in stimulating the genitals. (Ages 4–6)
- Latent—** The child appears to have little need for erotic satisfaction. (Ages 6 to puberty)
- Genital—** Individual begins to relate to others in positive sexual relationships. (Puberty to adulthood)

QUESTIONS

1. What are the characteristics of each stage?
2. What are the main changes that occur in each stage?
3. What problems arise in each stage?
4. What factors cause an individual to progress from stage to stage?
5. What happens to individuals who are unable to make the adjustments from one stage to another? (e.g. anal fixation, oral fixation)
6. Which psychologist, Erikson or Freud, do you feel is the most accurate in describing an individual's psychological development?

Behavior Modification

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Through reward, *positive* or *negative*, behavior of an individual can be modified. The reward or stimulus will produce a response that can eventually be modified into a desired behavior.

You have all played the game **Hot and Cold** before. Well, this is a psychological form of that game. _____ has been sent out of the room. When he/she returns, we will tell him/her that he/she was part of a behavior experiment. You as a class will _____, stimulus. As he/she get closer to _____, response. Observe the subject and record your feelings in reaction to his/her actions.

QUESTIONS

1. How did you as a subject feel?
2. How did you as the experimenter feel?
3. As the subject, who gave you the best stimulus to follow? How did it differ from others?

