



Fun Engagement in the Psych Classroom

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Famous People in Psychology Door Prize



Door Prize Directions: Select a famous person of psychology for the day, from the poster of names. Have students pick a first choice and a second choice from the poster. Tell then tell their choices to a classmate. Announce the person to the class by first giving information about the person. If no one has that person as their first choice ask for anyone that has it for their second choice. If no one has the person for their first or second choice then choose another famous person until someone has it. If there is a tie, students can do rock, paper, scissors or if there are multiple winners you can write a number in secret on the board and have them guess a number from 1-30, etc. and see who is closest.

Poster of names I use is on the following slide.

Solomon
Masters & Johnson
Ivan Pavlov
Mary Cover Jones
Bandura
Phil Limbarao
Roselie Rayner
Mary Calkin
William Wundt
Aristotle
Nell
Kenneth & Mamie Clark
Hippocrates
Oliver Sack
William James
John B. Watson
Phineas Gage
Anna Freud
Eric Erikson
Margaret Washburn
Sybil Darwin
G. Stanley Hall
Karen Horney
Nell
Abraham
MASLOW
Socrates
Binet
B.F. Skinner
Plato
Norm Chomsky
Genie
Sigmund Freud
Carol Gilligan
Dr. Wilbur
E.B. Tichener
Stanley Milgram
Jean Piaget



<http://www.workjoke.com/psychologists-and-psychiatrists-jokes.html>



Psychology JOKES



Invisible for 24 Hours

If you can be totally invisible for 24 and you would not be detected and your actions would never be known...WHAT WOULD YOU DO?

Have student answer this on a sheet of paper without their names on it and then place in a chair in the front of the class. Compile a list of the responses to show to the class the following day. Let them analyze what the responses say about human behavior and mental processing?

‡Burn down my ex-boyfriends house

‡Steal food, clothes, money

‡Do a lot of drugs, trip on Acid and make my life like GTA 5

‡Skip school x2 sleep all day ♦ see what people say about me

‡Scare people x2 ‡Scare Little kids

‡Go on a shopping trip and buy what I want

‡Change my high school transcript to all A' ---mess with people and then rob a bank

‡Steal the hope diamond and the declaration of independence, spy/stalk people, rob banks

‡Spy on women. Scare my little sister to point of tears
Wreck someone's car I didn't like

‡Spy on people

‡Rob Mountain Brook houses, Steal a Ferrari

‡ Skip school, Hang out with my girlfriend x2, Pretend to be Jesus and mess with people, Help friends cheat, Steal anything, party a bit

7th period

- ‡ Listen to other people's conversations 3
- ‡ Observe my friends and others to see how they actually feel about me
- ‡ Observe my ex-girlfriend because I miss her
- ‡ Rob a bank 7
- ‡ Pay for college and so my parents can return to China
- ‡ Take food from a fancy restaurant
- ‡ Steal pillows from a store and give to homeless people
- ‡ Pants mean people
- ‡ Go to the Bridgestone arena and watch the VMA's in Nashville on front row
- ‡ Sit in on the Supreme Court
- ‡ Sit in on daily meetings in the Oval Office.
- ‡ Leave my house and drive to an unknown location

Invisible for 24 Hours - Responses Fall 2013

‡Spy on people's conversations like my friends x 4

‡Spy on girls I like

‡Fight crime as an invisible super hero

‡Haunt people as a ghost

‡Make my boyfriend's ex have a miserable day

‡Rob a bank x4 also rob the National Reserves

‡Steal expensive Cars, Steal designer clothes 2, Knock off people I don't like

‡Listen to the gossip of the different friend groups

‡Eavesdrop on people to see what they do when alone, who they are when no one is around.

‡Reflect on my life, goals, values, and see if I'm on the right track.

‡Go to the beach

‡Take all of Bill gates money, Federal Reserve's money, and buy out the Playboy Mansion and buy out Hugh Hefner

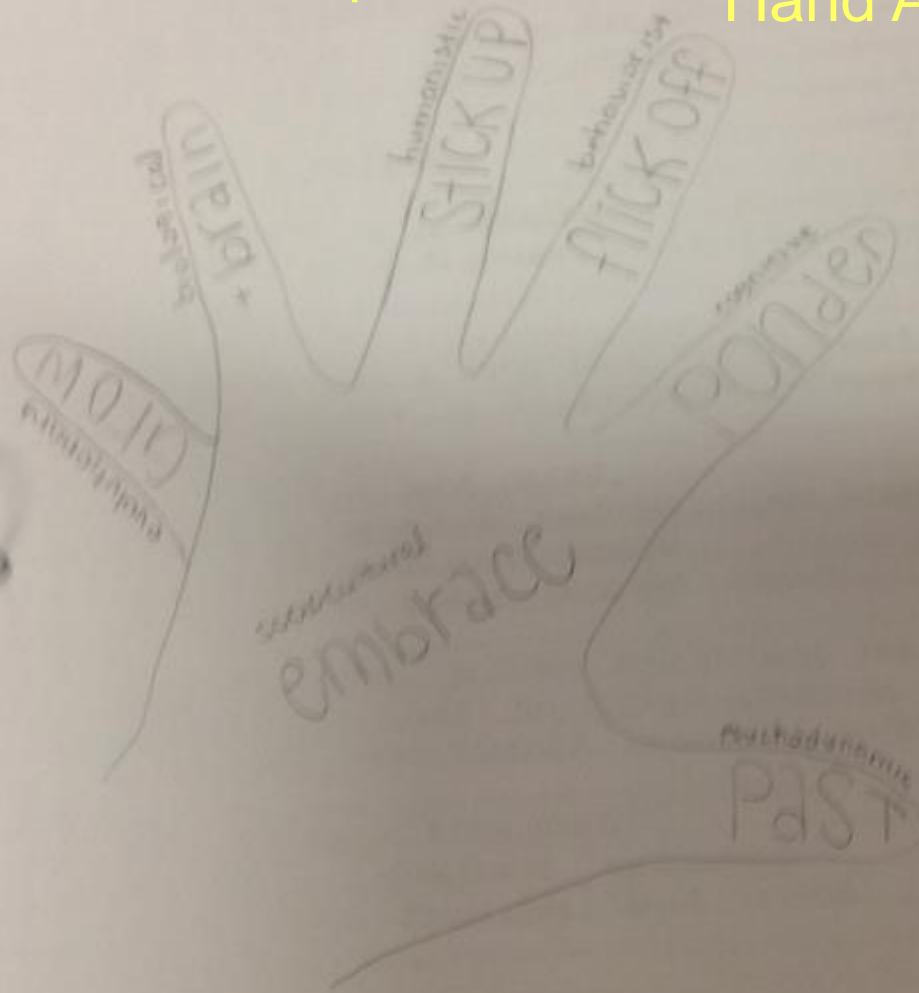
‡Vandalize

Rob all the stores, taking all the money, and rob banks.

‡Rob clothing stores x2

The 7 Perspectives

Hand Activity



Behaviorist Perspective...



Personality and Spittle

- ☀️ The Lemon Test- Theory: Introverts produce more saliva.

<http://www.bbc.co.uk/science/humanbody/mind/articles/personalityandindividuality/lemons.shtml>

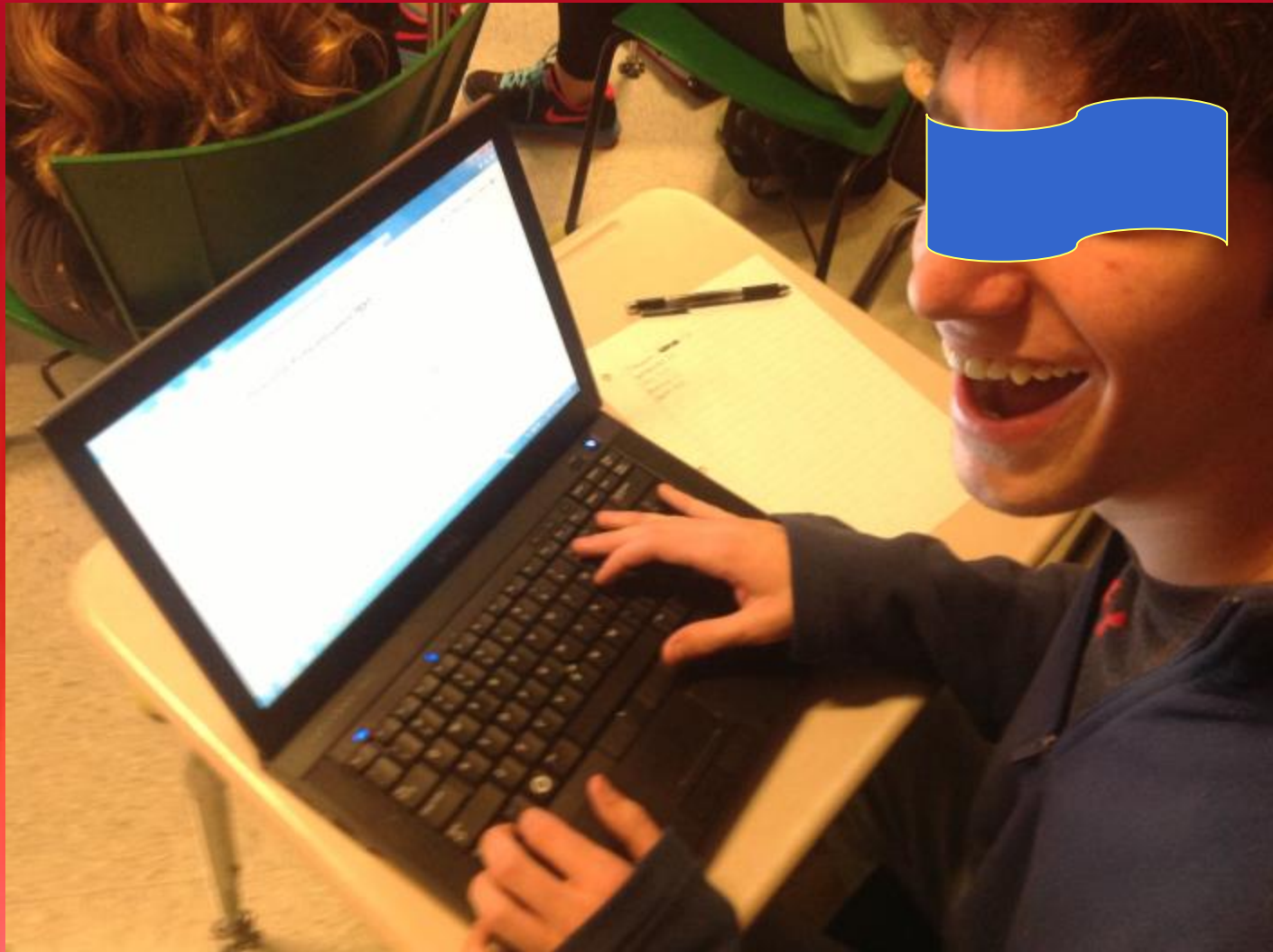
☀️ Personality Profile

<http://epsych.msstate.edu/individual/personality/index.html>

- ☀️ Obtain Extroversion Score
- ☀️ Measure and weigh spittle
- ☀️ Compare spittle with extraversion score.

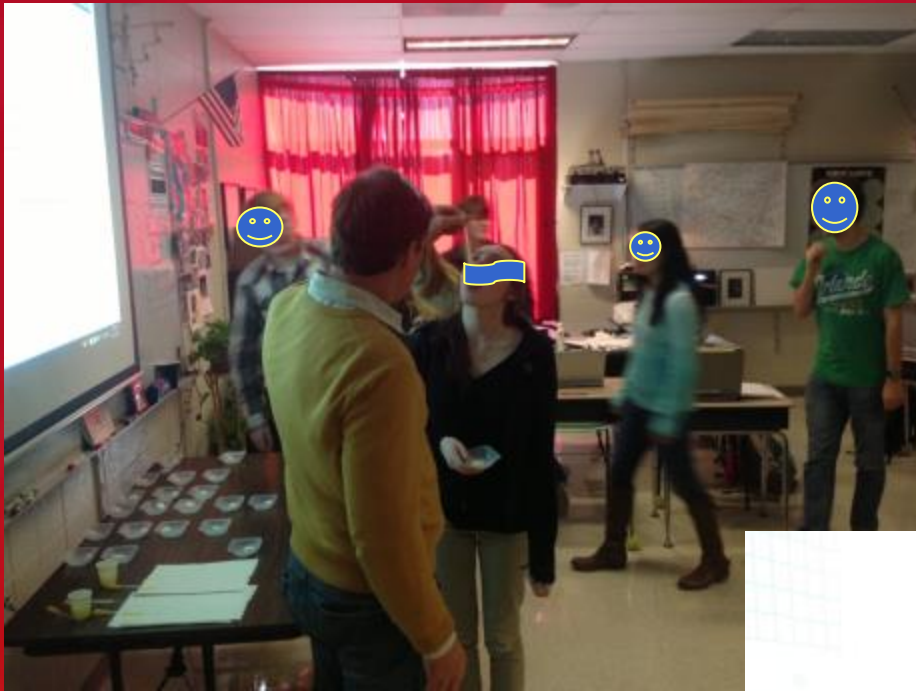
Additional NOTES: With this experiment students get a extroversion score from the personality profile link on the previous slide. Then compare the extroversion score with weight of their saliva from the cotton swap activity. The BBC site uses lemon juice. I changed it and used a heavy concentrate of lemonade and gave each student 5 drops each. This is an attempt to have better control of amount of lemon juice each participants receive.

First step is to get the extroversion score





Cotton swabs are set out in plastic trays for each student.



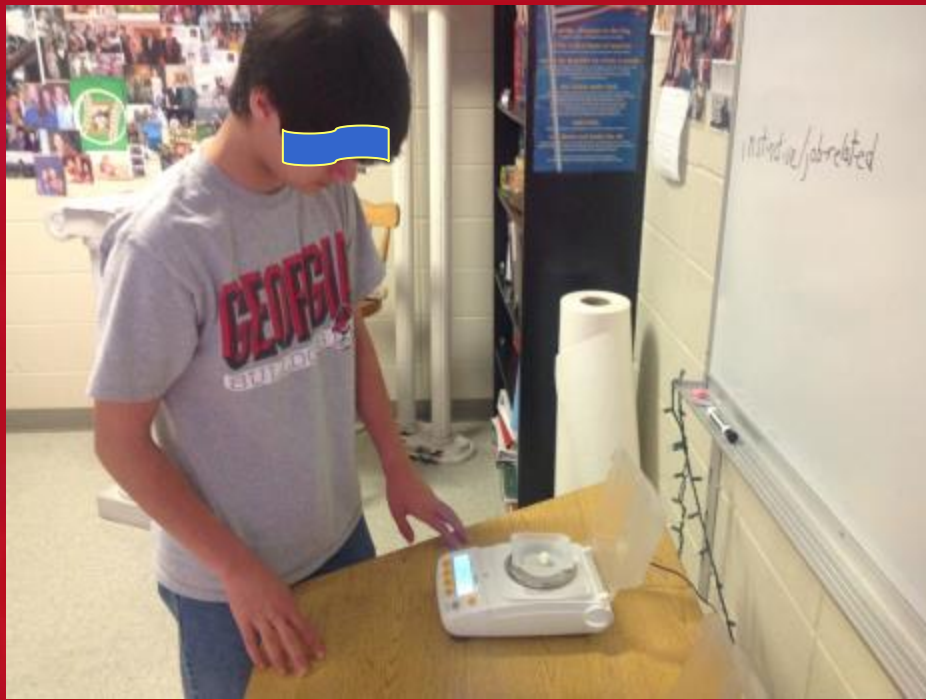
Each student is given 5 drops of lemonade concentrate.



After the five drops, students swish 10 times, then take the cotton ball and swab as much saliva as possible.







Cotton balls are then weighed and data recorded.

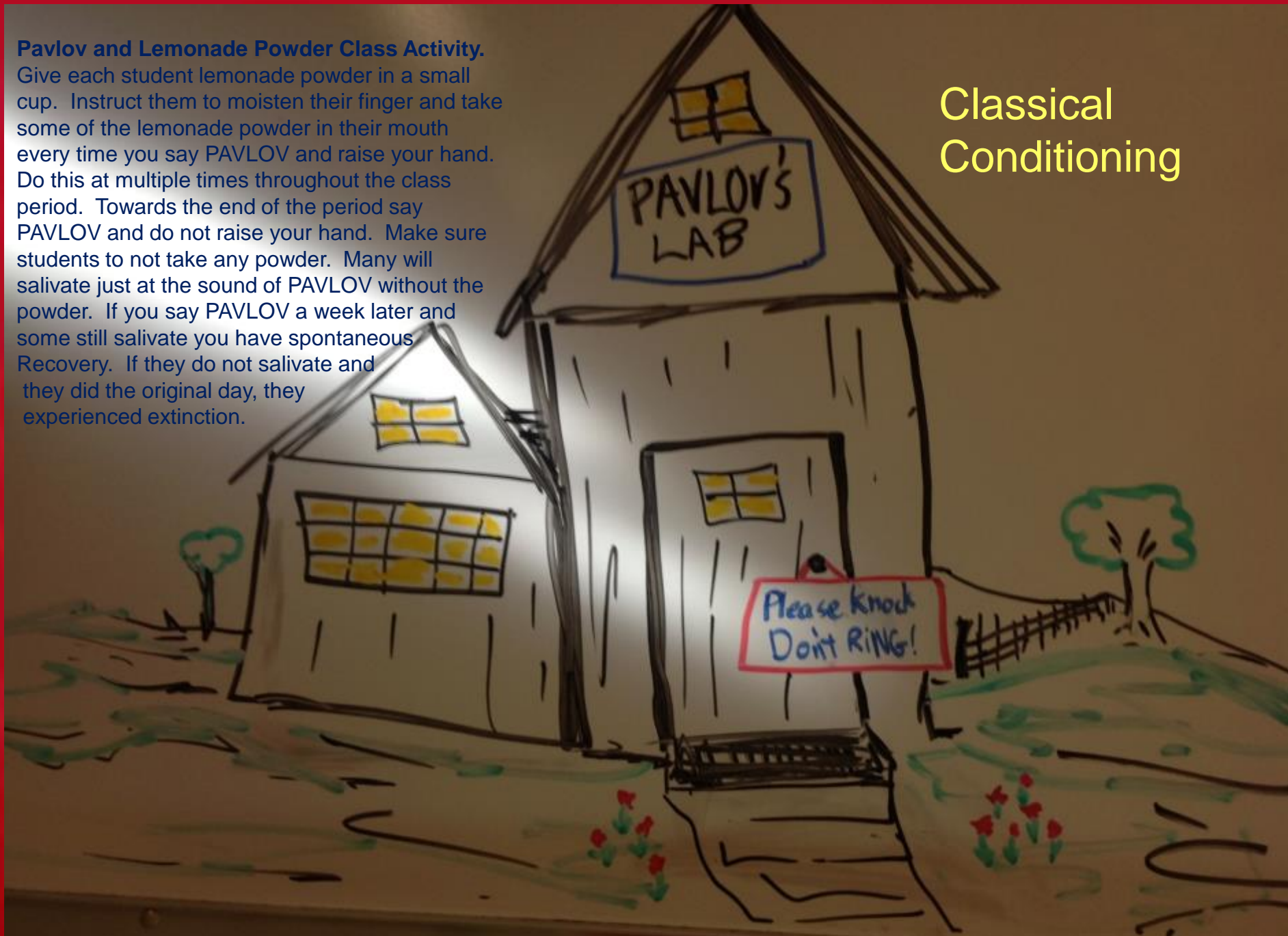




Pavlov and Lemonade Powder Class Activity.

Give each student lemonade powder in a small cup. Instruct them to moisten their finger and take some of the lemonade powder in their mouth every time you say PAVLOV and raise your hand. Do this at multiple times throughout the class period. Towards the end of the period say PAVLOV and do not raise your hand. Make sure students to not take any powder. Many will salivate just at the sound of PAVLOV without the powder. If you say PAVLOV a week later and some still salivate you have spontaneous Recovery. If they do not salivate and they did the original day, they experienced extinction.

Classical Conditioning



All-Purpose Classical Conditioning Demonstration

PURPOSE

The following exercise is a memorable and effective means of demonstrating the concepts of classical conditioning. I usually do this demonstration after the concepts on page two have already been introduced.

MATERIALS

- One large, garbage bag with a hole in one end (big enough for your head to fit through)
- One water-filled spray bottle (Note: do not use a recycled cleansing bottle)
- The list of stimulus words (provided on page three)
- One clean towel

METHOD

Explain to your class that you need a volunteer who is willing to wear a garbage bag while being squirted (occasionally) in the face with a water bottle. This may limit the number of volunteers.

Place the garbage bag over the head of the volunteer, assisting as the hole in the bag slips over her head. Seat the volunteer facing the class. Inform the volunteer that over the course of the next few minutes, water will be sprayed at his face, and that he should keep his eyes shut until told to open them.

The class should be instructed to remain silent throughout the demonstration.

Next, read the list of Stimulus Words out loud at a steady rate of about one/second. Do nothing after reading most of the words, but after reading the upper-case "CAN," squirt the subject in the face. Be sure to go through the entire list of words. After the last word, kindly thank the volunteer, and hand her the towel.

DISCUSSION

I first saw this demonstration performed by Doug Bernstein, who credits Joel Shenker of the University of Illinois with conceiving and writing up this activity. Upon completion of the activity, Doug encourages us to ask the students who did not volunteer to describe what they saw. Invariably, your students will mention many of the phenomena associated (if you will) with classical conditioning. Some of these phenomena, as explained by Doug Bernstein, are listed below:

- **Acquisition Learning Curve**
At first, the word "can" by itself caused no special response. But, after repeated pairings of "can" and water, the word "can" by itself became gradually more and more likely to cause a learned response.
- **Unconditioned Stimulus**
This would be the water squirted onto the subject's face
- **Unconditioned Response**
After being squirted in the face, the subject probably blinked, flinched, or

Spray Water
Bottle Activity
and Classical
Conditioning.
-instructions
provided from
Randy Ernst's
handout. Thanks
Randy!



CAN!

made facial expressions.

- **Conditioned Stimulus**

This would be hearing the word, "can."

- **Conditioned Response**

The CR would be the blinking, flinching, or facial expressions of the volunteer to the word "can" read alone.

- **Stimulus Generalization**

Most likely, the subject will show the learned response after hearing words that sounded like "can" (e.g. ban, ran, camp, cap, call, cast).

- **Stimulus Discrimination**

The learned responses were probably strongest and most likely to occur after "can" as opposed to other words.

- **Extinction**

The learned responses probably became less common after the word "can" appeared several times without the water.

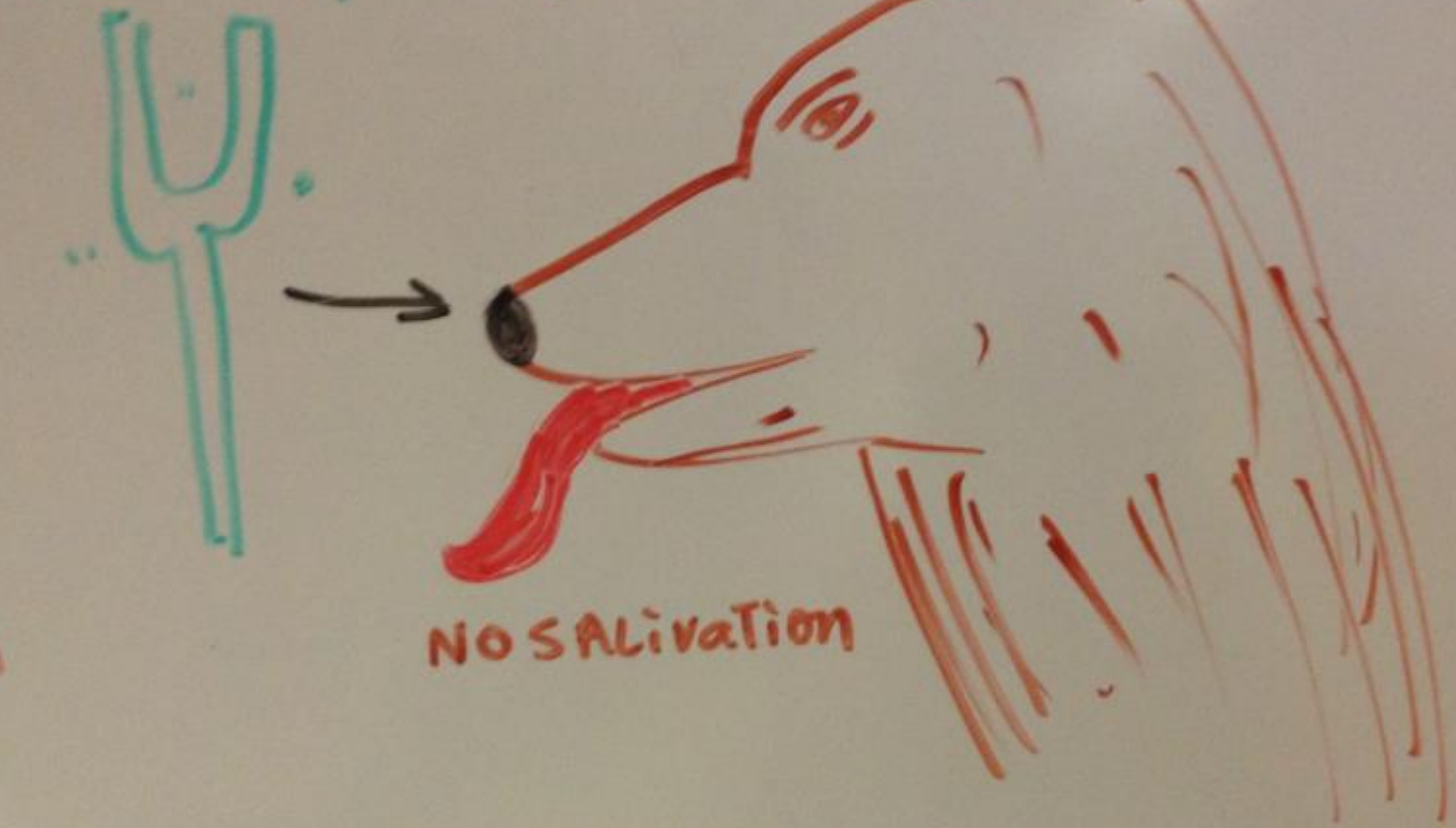
- **Spontaneous Recovery**

After extinction, hearing the word "can" may have still caused a learned response following a long period in which "can" had not been heard.

Stimulus List

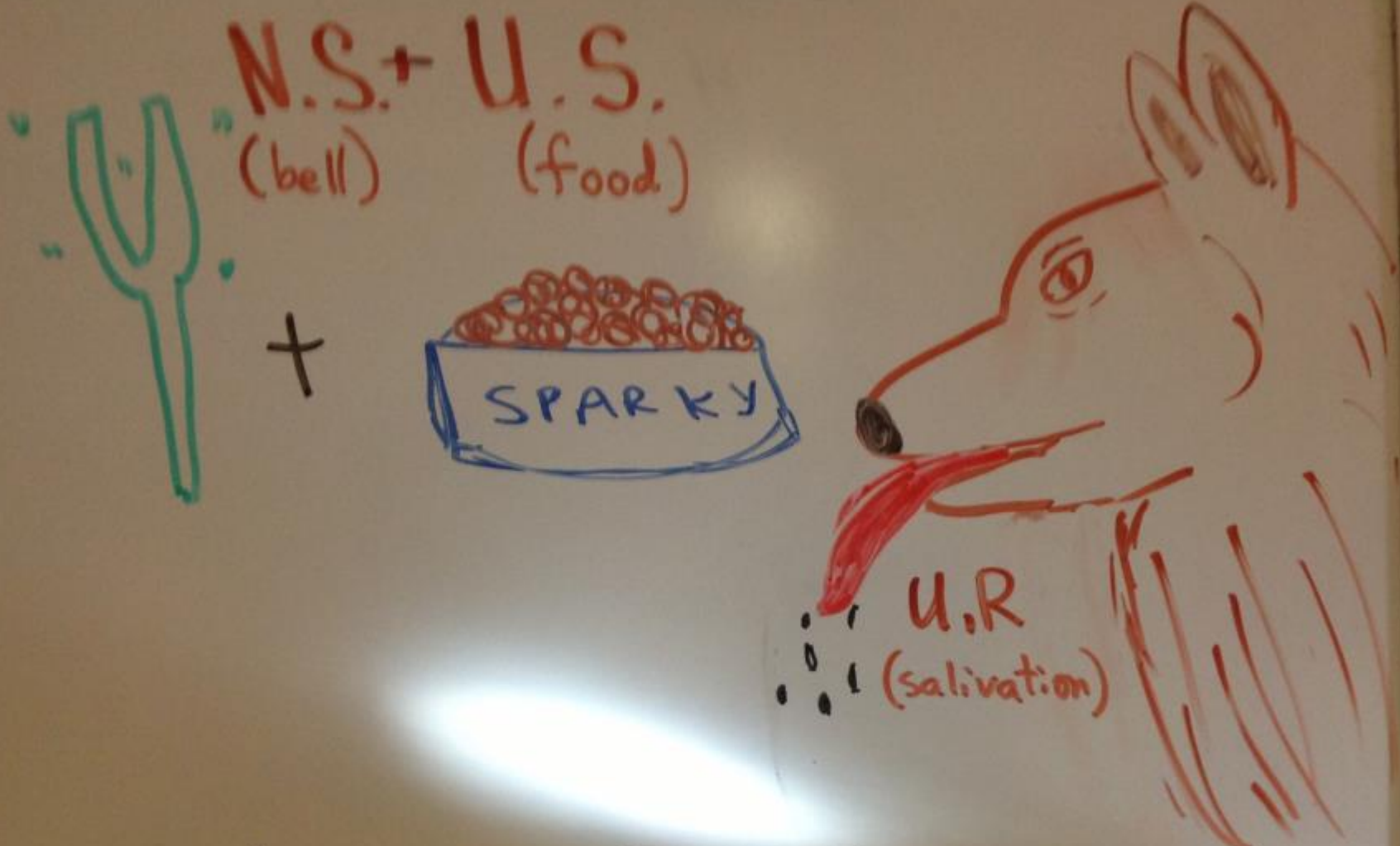
cup, can, lime, CAN, dish, girl, chalk, can, dish, CAN, key, screen, ran, CAN, desk,
CAN, knob, bag, tape, CAN, dish, clip, CAN, air, ban, cheese, CAN, door, can, box, dish,
hair, CAN, ring, nail, capé, apple, CAN, dog, blue, can, dish, CAN, take, call, brick,
pair, CAN, spin, chair, CAN, camp, CAN, dish, CAN, bridge, scale, can, fan, board,
CAN, cool, three, horn, disk, CAN, can, cast, test, pen dime, CAN, dish, van, can, card,
stand, meat, pad, can, dish, set, can, tree, ice, plum, can, cost, bird, glass, can, light,
can, sword, juice, can, dish, rock, smoke, grease, dish, keep, kid, tan, dice, hole, set,
dish, eye, friend, wax, bill, bulb, dish, class, mine, mark, work, can, dish, can, bus,
dish, phone, can, smart, first, can, crack, feet, can, tub, bowl, can, van, day, can, rake,
dish, can, bluff, risk, can, salt, dish, ball, stack, rain, hat, food, can

N.S.
" (bell)



NO SALIVATION

Neutral Stimulus



Neutral Stimulus + Unconditioned Stimulus = U.R.



C.S.



CR
(salivation)

Conditioned
Stimulus



Conditional
Response

Rorschach Ink Blots Activity

Use colored file folders and tempera paint. Experiment with the amount of paint, less is more. Two to three colors. Drip a few lines across the open folder, close and then press from the center out.

Open and you have your own ink blot to see what you can see!

Attach a sheet to the bottom for students to add what they see. Give them an opportunity to go around the room to comment on other student's inkblots.

Rorschach Ink Blots



Kathy Sandeler



Psychology

“Rorschach” Inkblots---

What do you see? - As a whole image or something within.

A cow or a dog

hippo laying down



Ben Shuman



Psychology

"Rorschach" Inkblots---

What do you see? - As a whole image or something within.

Spide Rennie Darco

A black lens



Psychology David Bermudes 8/23/2013

"Rorschach" Inkblots--

What do you see? - As a whole image or something within.

A colorful Beetle _____

A small frog _____

A cold cup of coffee _____



Psychology *Angelle Robinson*

"Rorschach" Inkblots---
what do you see? - As a whole...



Psychology

Jack Carroll

"Rorschach" Inkblots---

What do you see? - *As a whole image or something within.*

Large

Trick or Treat
when it is not
Halloween



SOCIAL NORM VIOLATION

TRICK
OR
TREAT



DING DONG!



Here comes trouble



Trick or Treat
Stimell my feet
Give me sthomething good to eat
if you don't
I don't care
I'll pull down your underwear!
-- Constance

Say What?



"mommy, there's some strangers
outside with a basket!"

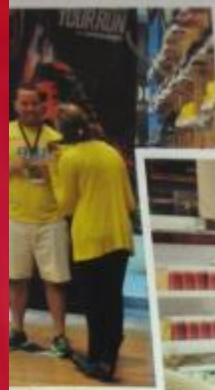
our first victim ... hehe



Paying with just pennies



Social Norm Project



I did the same thing with this lady but she took it too far, she almost turned me in for underage drinking because I said I wasn't drunk, wow it surprised.



We asked these two ladies to sit down and continuously asked them what they ordered and the price. The unpaid lady kept laughing!



We stood by a young man. As it was approaching the top, he quickly ran off.

"ESCALATOR"



"Cheating"

We asked how he felt about cheating and he said it was wrong. I then asked him to reason with my boyfriend that he shouldn't dump me then thought I cheated. He said, "who's really on the phone?"

"PENNIES"



"How many does cost I get with this money machine?" The lady said it to count it out and that was her...

only 50 cents...



"OUR Budget"

"With an 8 budget" get that here have someone put something



Social Norms Violation Instructions.

-students are also required to make photos/videos of the activity and then create a class presentation explaining their violation using Prezi, Glogster, Powerpoint, or a poster.

But My Teacher Made Me Do It!

Psychology

Proposal Due Date: February 8th

Project Due Date: February 25th

Since we will be studying social psychology this chapter, your job is to violate a norm that governs social behavior and report the responses of people who observe you doing the violation. This exercise asks you to perform a norm violation but adds four simple requirements:

1. You may have no more than three in a group. One/two individuals should be the norm violators and the other the helper who can watch the reaction of observers.
2. The norm violation should *not* put you at risk for arrest!
3. Explain how this exercise demonstrates attribution theory. Contrast how you and your partner would explain the violation of the norm with how the observers would interpret it.
4. Challenge yourself to come up with something that might be worthy of Candid Camera.

TO BE TURNED IN

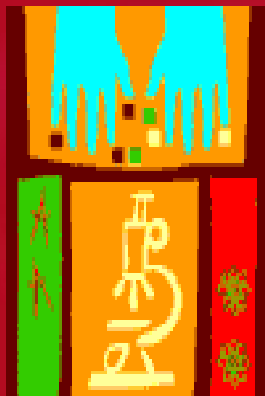
Proposal: (One per group) Typed : Include group members names, what each will be doing, and what exactly you will be doing. I must approve this before you actually carry out the violation. Should you change your violation without my consent you will receive a zero.

(10 Points)

You should *type* , double spaced, in paragraph form, a report including the following

(30 Points)(Individual!)

- a) What, where, when, how, etc the incident took place.
- b) How you originally thought observers might react.
- c) How the observers actually reacted.
- d) Make sure to answer #3 above.
- e) What did you learn from this experience.



Designing a Scientific Experiment
AP Psychology
Due Date: Thursday, September 5th

Instructions: Locate a magazine or newspaper advertisement that makes a specific claim for the product it is advertising. SCHOOL APPROPRIATE ADVERTISEMENTS ONLY, inappropriate ads will not be graded and will be given a zero. You will design an experiment, including all necessary criteria, which would scientifically test the validity of the claim made by the producers. You should use a piece of poster board with the ad up top or on the side of the poster board. You may work with one other person in AP Psychology on this project.



Include:

1. **Hypothesis:** Directly below or to the side of the ad, write out a testable hypothesis based on the claim made in the advertisement. Underline the **operational definition** included in the hypothesis.
2. **Population:** Describe your sample population.
3. **Random Sample:** How will you get a random sample of your population?
4. **Random Assignment:** How will you randomly assign your subjects?
5. **Control and Experimental Groups:** Who gets what?
6. **Independent Variable:** What factor will be manipulated?
7. **Dependent Variable:** What factor will be measured?
8. **How will you carry out the study?**
9. **Results:** Inferential Statistics/Statistically Significant
10. **Confounding Variables (mention at least two)**
11. **Ethics (mention at least three)**

Rubric

Ad: Neatly Mounted and School Appropriate	_____/10pts
Hypothesis with Operational Definitions	_____/15pts
Population	_____/5 pts
Random Sample	_____/5pts
Control and Experimental Groups	_____/10pts
Independent Variable	_____/5pts
Dependent Variable	_____/5pts
Carrying Out the Study	_____/10 pts
Results	_____/10pts
Confounding Variables (at least two)	_____/5 pts
Ethics (at least three mentioned)	_____/10 pts
NEATNESS/ GRAMMAR/CREATIVITY	_____/10pts
BONUS: CREATIVITY !!☺	_____/____



Total Points Earned _____/100 points

Have Fun and See Me if You Have Any Questions☺

HYPOTHESIS: Women who use 3 ounces of Garnier Fructis Oil Repair for 8 weeks will have shinier, smoother, nourished hair.

POPULATION: Random women who were picked from a website for Garnier.

RANDOM SAMPLE: We put names into a hat and picked out 20 females.

EXPERIMENTAL GROUP: The other ten of the females picked will be using Garnier Fructis Oil Repair for the next 8 weeks.

CONTROL GROUP: Out of the 20 people we picked randomly, ten of them will continue to use their everyday shampoo for 8 weeks.

Garnier Fructis Oil Repair



INDEPENDENT VARIABLE: Garnier Fructis Oil Repair

DEPENDENT VARIABLE: Hair Condition

HOW WE CARRIED OUT THE EXPERIMENT:

We used the experimental design from our science class. We used the experimental design from our science class. We used the experimental design from our science class.

RESULTS: The experimental group had smoother, shinier hair than the control group.

CONFOUNDING VARIABLES: The hair condition of the women took the hair condition into account.

ETHICS: We followed the ethical and scientific guidelines.

We followed the ethical and scientific guidelines.

"This product actually works!"



Gabby Jacqueline

New Hypothesis:

Applying Covergirl Lashblast Length Mascara everyday for 4 weeks will make your eyelashes grow longer.

Null Hypothesis:

There will be no difference in eyelash length of those who wear the mascara and those who do not.

Independent VARIABLE:

Covergirl Lashblast Length Mascara - (applied everyday for 4 weeks)

POPULATION:

All girls in AP-Psychology

Random Selection:

20 girls randomly selected by drawing names.

Random Assignment:

of these 20 girls-
a) 10 girls in the experiment group will wear the mascara.
b) 10 girls in the control group will wear none.

~ Covergirl Lashblast Length Mascara ~

Charlesy Crocker
&
Alex Dalton

Dependent Variable:

eye lash length - (measured once a week for 4 weeks)

independently tested

eyelash length/mascara

~ Carrying out the Experiment: ~

- Those in the experimental group applied covergirl Lashblast Length Mascara everyday for 4 weeks. Their eyelashes were then measured once a week for the next 4 weeks of the experiment.
- Those in the control group did not apply any mascara, everyday for 4 weeks. Their eyelashes were then measured once a week for the 4 weeks of the experiment.

RESULTS:

After using inferential statistics we found that $P < .05$, which is statistically significant, and our hypothesis was correct.

CONFOUNDING VARIABLES:

- The eye subject forgot to apply the mascara one day.
- The mascara was washed off, and not when for an entire day.

ETHICS:

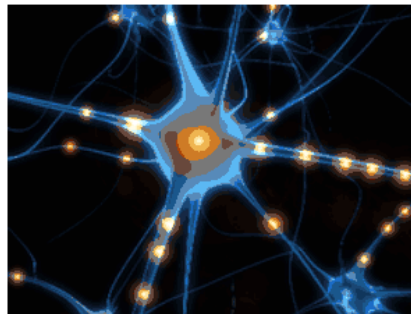
- We completely identified our subjects at the start of the experiment.
- We got consent from all our subjects.
- We kept the results confidential.

COVERGIRL



Brain Fun!
Make a Neuron

1. Using the enclosed "items" your job is to make a neuron and label the following parts:
 1. Dendrites
 2. Nucleus and Cell Body
 3. Axon
 4. Myelin Sheath
 5. Axon Terminals
 6. Neurotransmitters
 7. Synapse
2. Use a piece of poster board: Make it BIG!!
3. Write NEATLY!!
4. Be Creative!





The Outrageous Celebrity Chapter One: Perspectives

This activity is designed to help you better understand the major psychological perspectives. You may work with ONE other person on this activity. It is **due on Monday, August 23rd, no exceptions**. Late work will not be accepted. You will present your celebrity to the class on this day.

Directions:

- 1) You will need a piece of poster board.
- 2) You must have a picture of your celebrity (preferably in color) somewhere on the poster.
- 3) Their name will be in large, bold letters somewhere on the poster.
- 4) You need to have the following categories on your poster: (**bold these**) (18 pt. Times New Roman)
Biological
Psychodynamic
Behavioral
Cognitive
Humanistic
Cross Cultural or Social-Cultural
- 5) Beside each of the topics you should describe how this person's personality would best be explained by this particular perspective. (16 point, Times New Roman)
Ex: (Miley Cyrus): Humanistic: Miley Cyrus has free will to be as creative and unique as she wants to be. She is working hard to reach her full potential.
- 6) Feel free to add any additional pictures or images to your poster that would help make it more creative and exciting to look at. For **additional bonus**, cut your poster in a shape related to your celebrity or come in dressed as the character and tell us about yourself using the perspectives.

Rubric

Each perspective accurately described: _____/60(10pts each)

Picture and Name: _____/5

Color/Creativity/Readability (Grammar): _____/15

Presentation: _____/20

BONUS: Above and Beyond© _____

Total: _____/_____

Have Fun!!



The Brain Project



Brain Project Psychology

Due Date: _____

The brain is not a “blob.” We know of nothing in the universe that can equal it. It is more complex than the most advanced supercomputer. For example, the cerebral cortex is made up of roughly 100 billion nerve cells, these nerve cells can connect with one another in so many ways that if you emptied dump trucks full of computers night and day until you filled up a football stadium, this pile would not even come close to equaling our brain power. If the cerebral cortex were unfolded and spread out, it would be about the size of a large bath towel. No matter how fantastic it is, though, the cortex will not keep the body running. Without the brainstem and the midbrain you would be cold, stiff and dead!

Your job: To devise a “creative” creation of the brain. You may use just about anything. (playdough, clay, beads...) Your job is to create a brain so that you may have a better understanding of all its “pieces” and their “functions.” Speaking of functions, you must provide a key of some sort for your brain. Also, be able to discuss the function of each part labeled. Your grade will be based on creativity, originality, clarity, and your key.

Your “Creation” Must Include

1. Spinal Cord
2. Brainstem
3. Medulla
4. Reticular Formation
5. Cerebellum
6. Thalamus
7. Hypothalamus
8. Pituitary Gland
9. Amygdala
10. Hippocampus
11. Cerebral Cortex
12. Corpus Callosum
13. Frontal Lobe
14. Parietal Lobe
15. Occipital Lobe
16. Temporal Lobe
17. Sensory Cortex
18. Motor Cortex
19. Broca’s Area
20. Wernicke’s Area

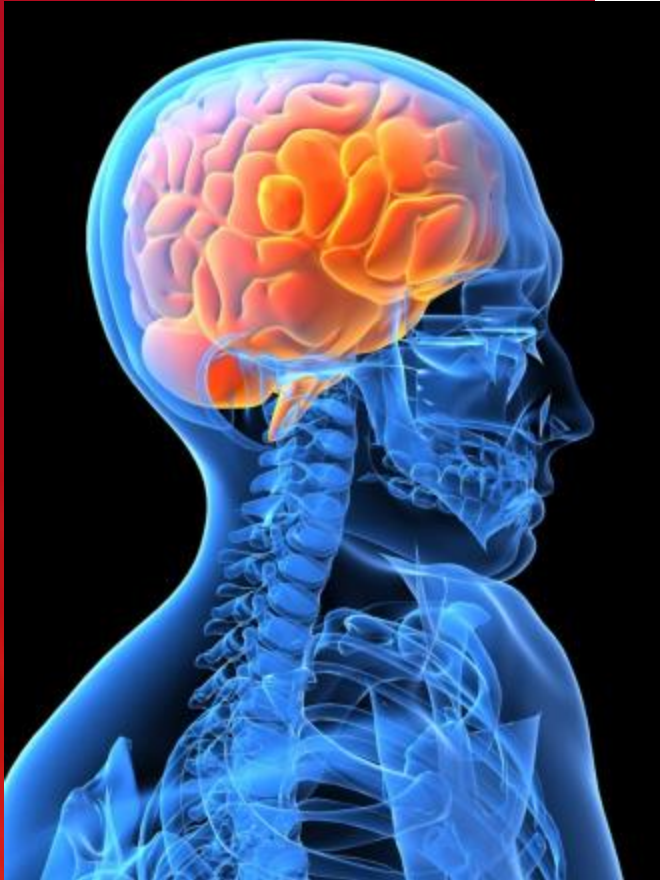
Fairy Tale Guidelines

Point Value: 50 – 100

For the fairy tale, you must pick at least 10 parts of the brain to use in your fairy tale. Remember to clearly describe and discuss the functions of each part you choose as you incorporate it into your story. Your fairy tale will be graded on accuracy, creativity, neatness, color, originality, and an enthusiastic reading of it to the class.

Please see me early if you have any questions and have fun!!

Brain Bingo



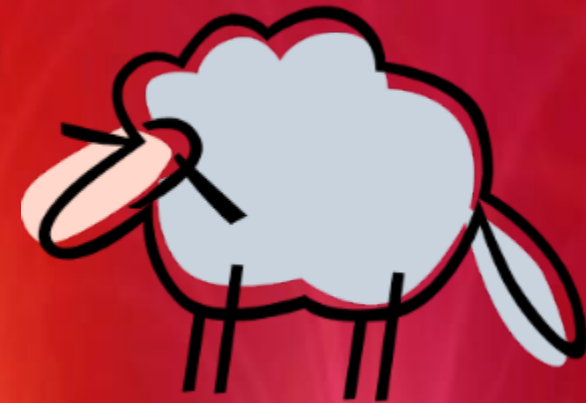
Hippocampus	Hypothalamus	Thalamus	Amygdala	Pituitary Gland
Cortical Localization	Structural Plasticity	Agonist	PET Scan	Wernicke's Area
Axon Terminals	Myelin Sheath	Free Space ☺	Ach	Dopamine
Phineas Gage	Frontal Lobe	Afferent Neurons	Sympathetic Nervous System	Central Nervous System
Medulla	Reticular Formation	All or None	Stimulus Threshold	Glial Cells

Fun on-line Psychology Activities

BBC Science and Nature

Spot the fake smile!

Face Memory
Sheep Dash



Spot the Fake Smile

<http://www.bbc.co.uk/science/humanbody/mind/surveys/smiles/>

Face Memory Test

<http://www.bbc.co.uk/science/humanbody/sleep/tmt/>

Sheep Dash Game-Reaction Time Test

<http://www.bbc.co.uk/science/humanbody/sleep/sheep/>

Two other useful Psychology Games/Test sites

<http://allpsych.com/games/index.html>

<http://cognitivefun.net/>

The Marshmallow Challenge

Students are placed in groups of two. I usually do this randomly. Each pair is given 20 pieces of dry spaghetti, a yard of string, a yard of masking tape and a marshmallow. The challenge is to build the tallest, free-standing, structure with the marshmallow on top. I give them 20 minutes on the clock. There are variations of this activity that can be easily found online.

Observations of HUMAN BEHAVIOR

Do you think you and your partner were generally a failure or a success, (even if you didn't win)? _____

What were the main factors (2-3) in your success or failure as a group?

Do you think you would have done better with another partner? Why or why not?

If you did not do well what could have been done to make you more of a success (other than a different partner)?

Did you do most of the work or was it your partner...or was the work/ideas share fairly equally. Why?

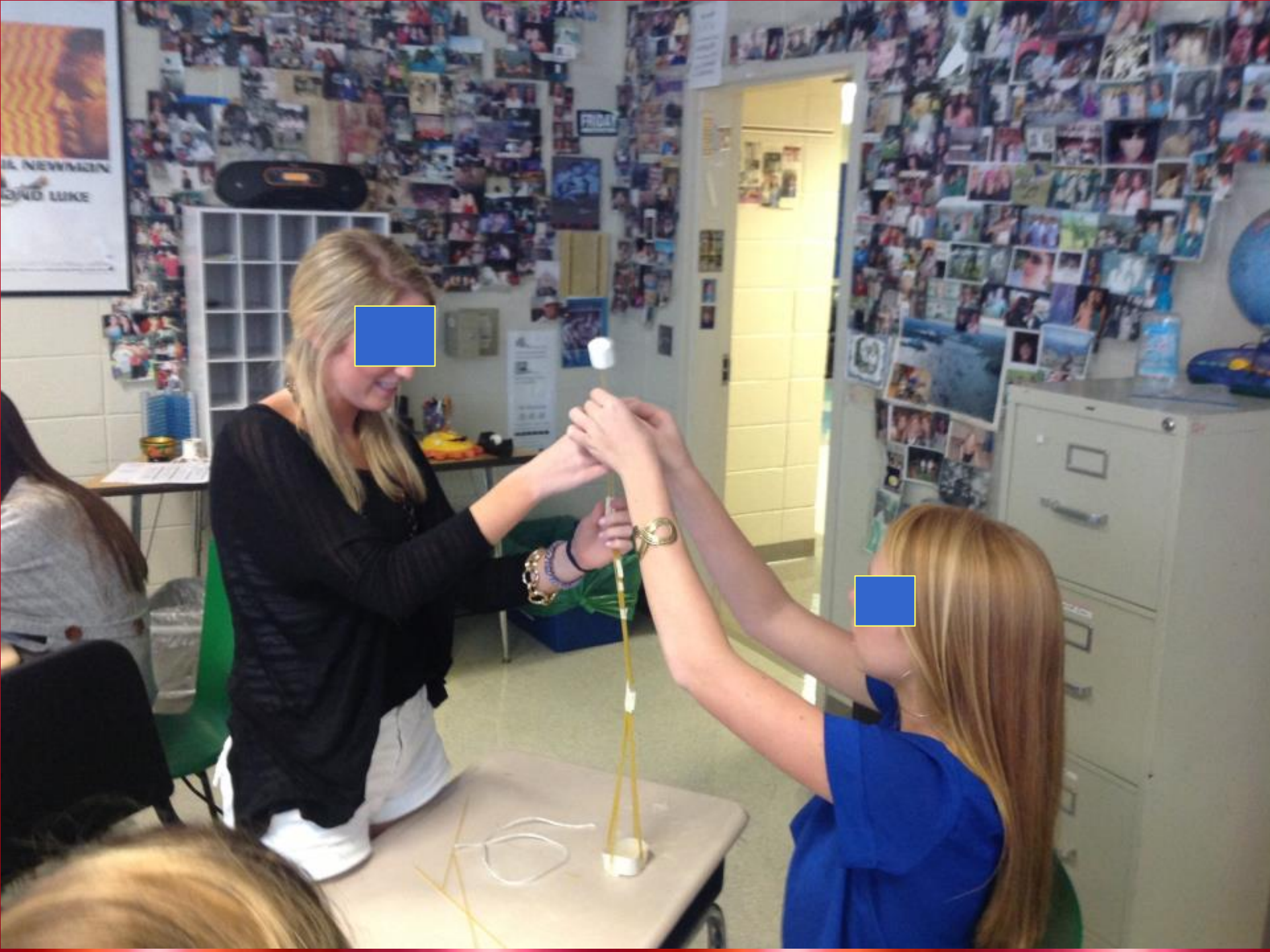
What did you learn about human behavior from this activity? Give two-three things you learned by observing your group or others in the classroom.

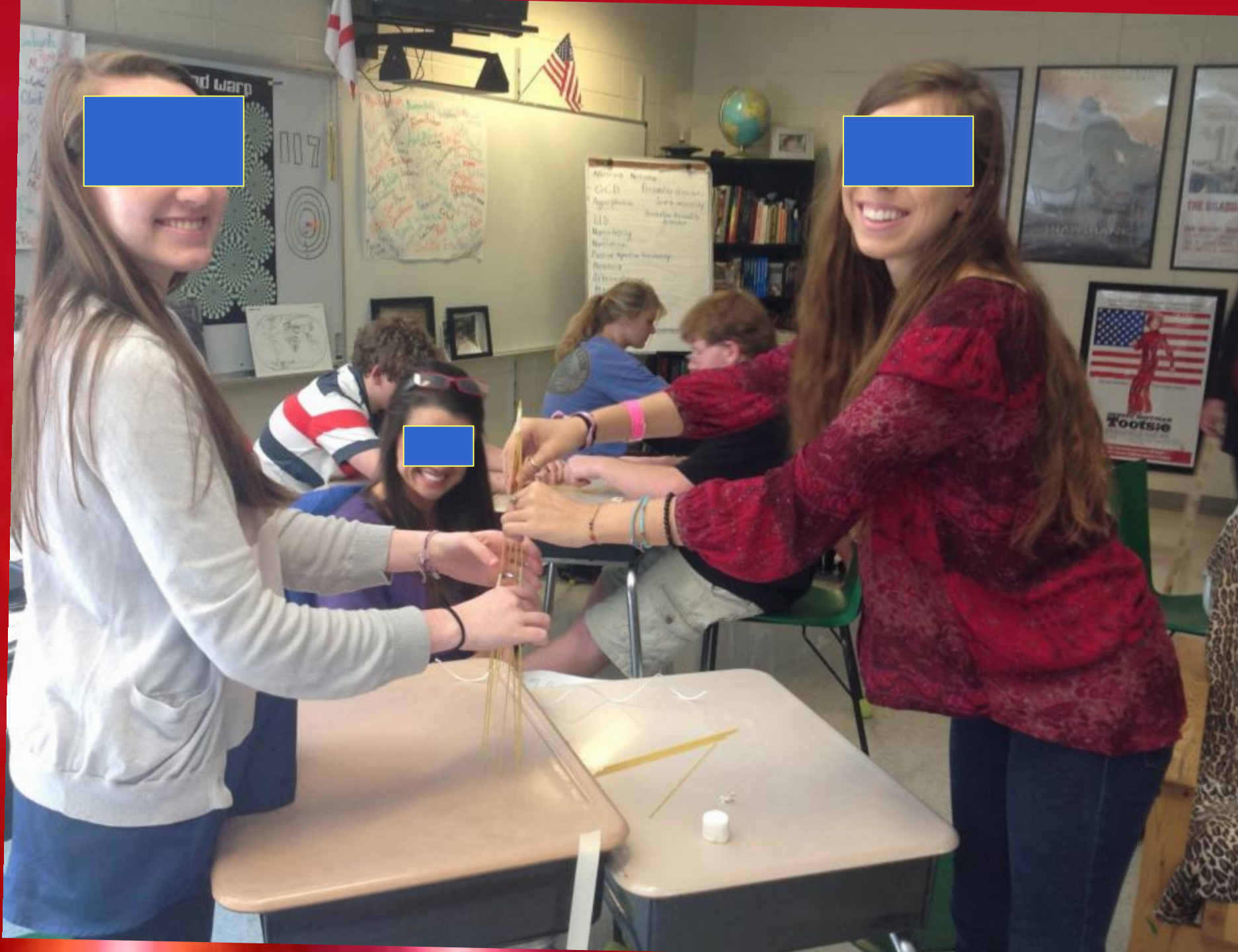
What did you learn about **mental processing** from this activity? Be specific.

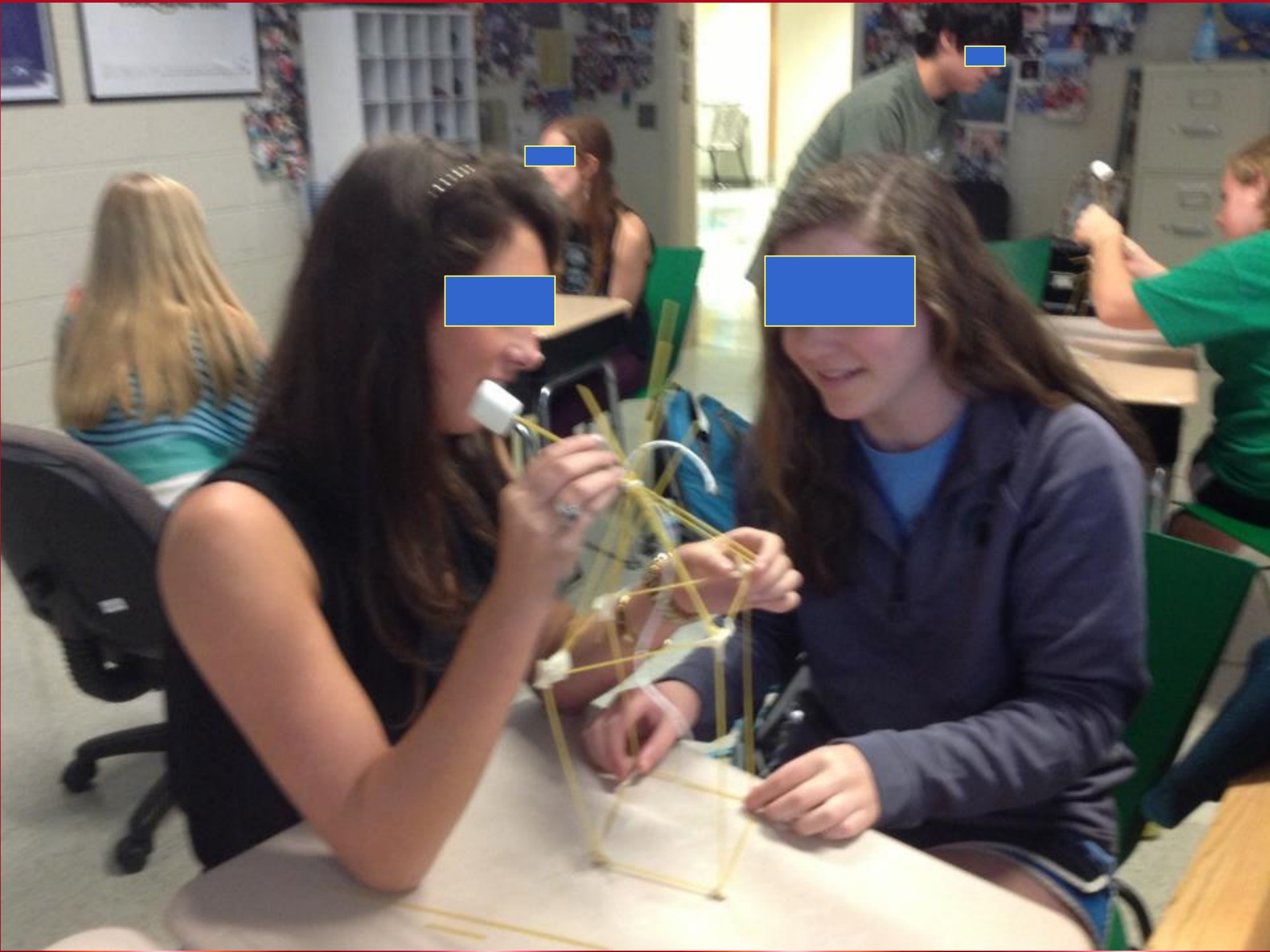


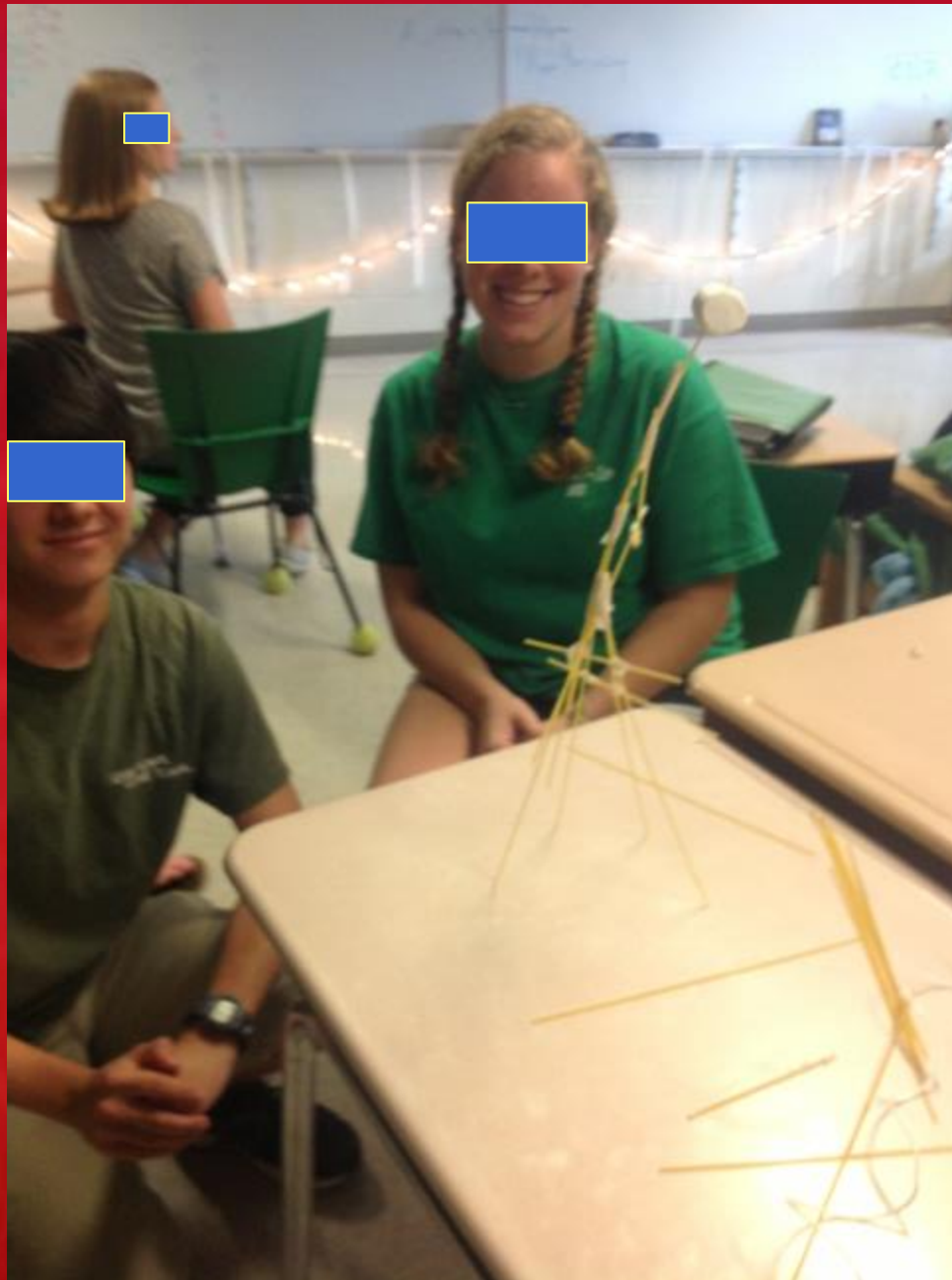
_____ |

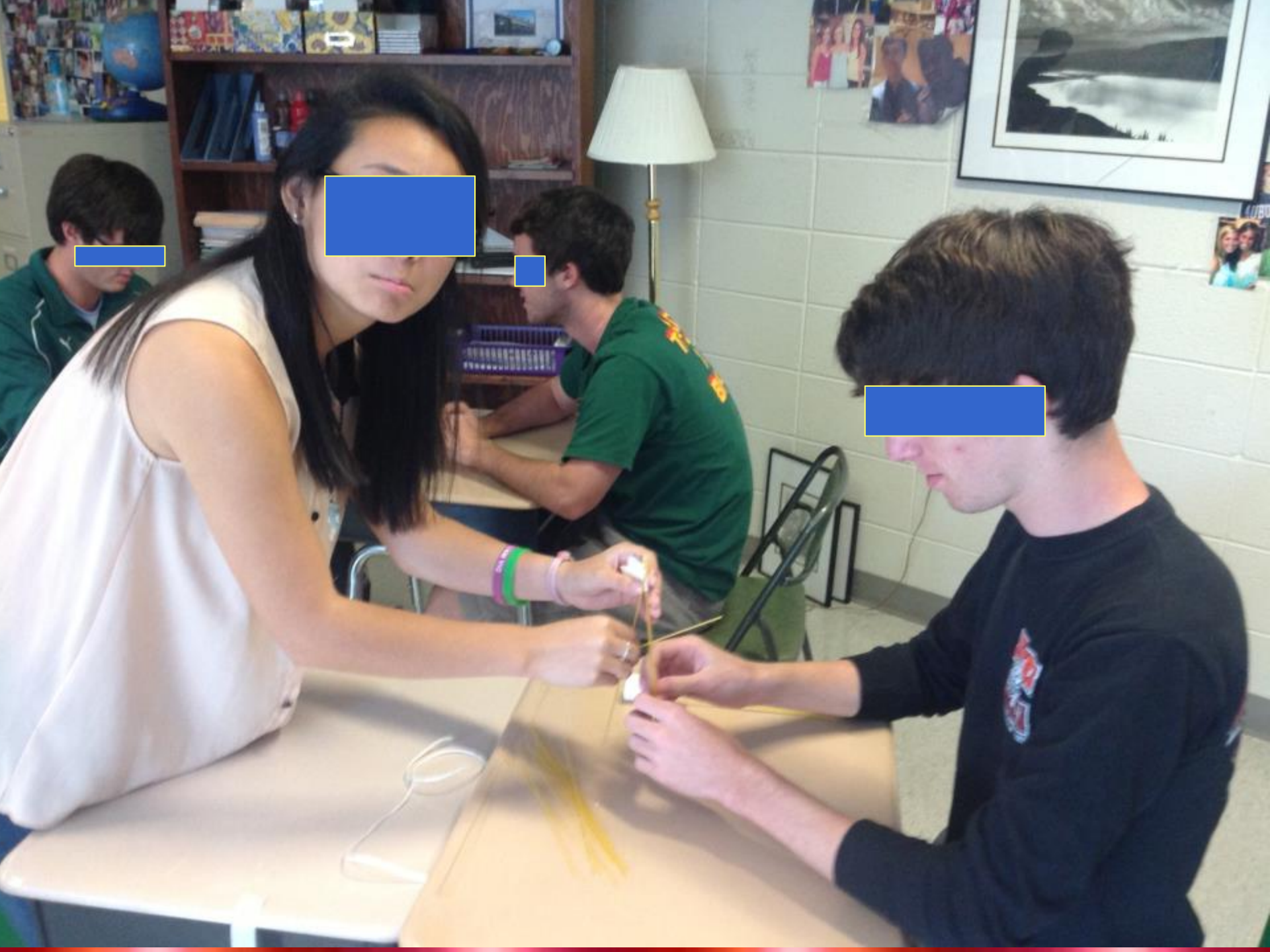
I use this handout as a follow up response of the Marshmallow Challenge. I then compile a list of the responses from the last two items on human behavior and mental processing. Those responses are share/discussed with the classes.

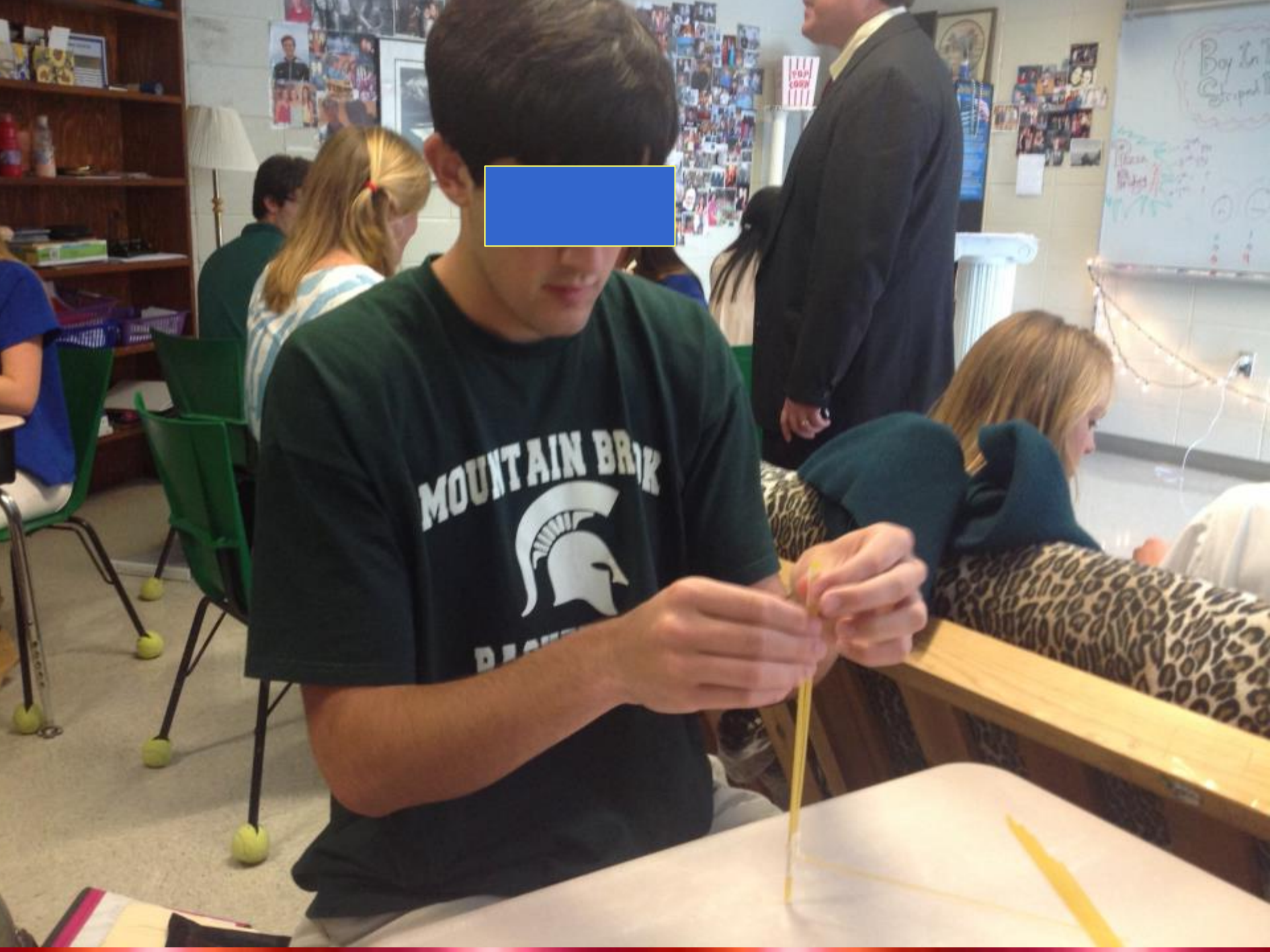


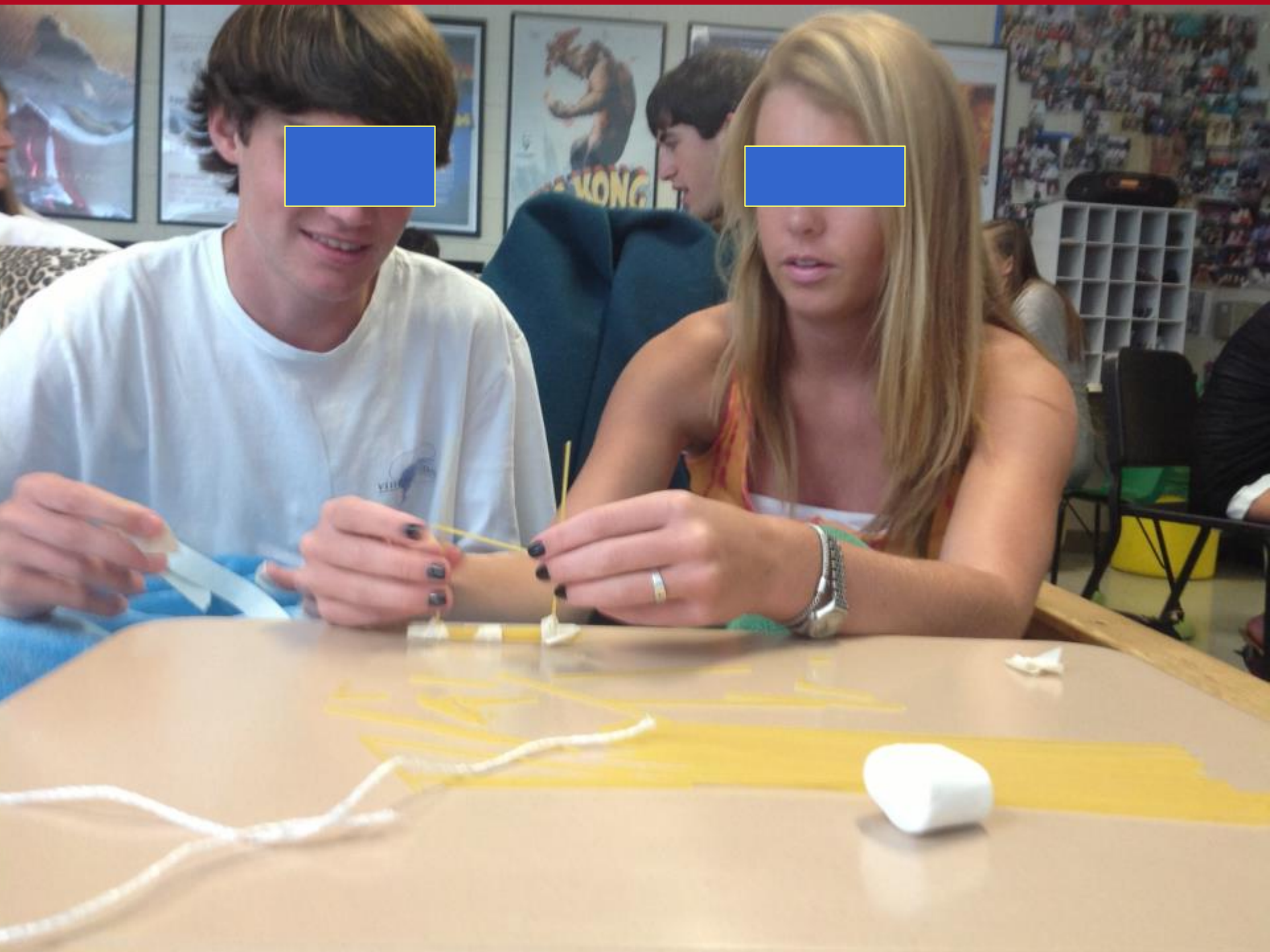


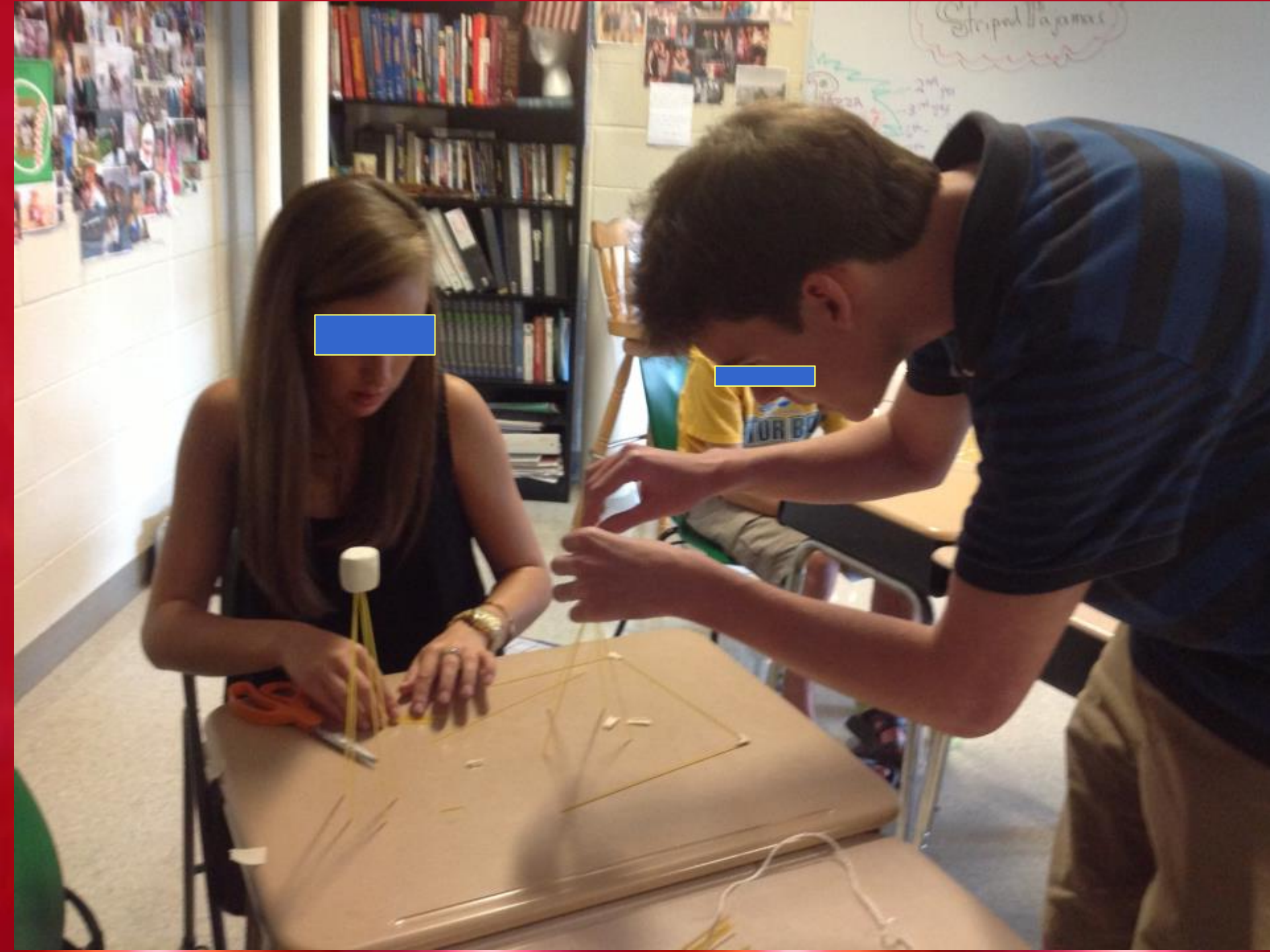














The End

Again, please contact either Christie or Matt if we can be of further assistance or if you have other fun activities to share!

Have fun!