



# 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



©1992 DAC Educational Publications

Published by:

**Social Studies School Service**

10200 Jefferson Blvd

P.O. Box 802

Culver City, CA 90232

Phone: (800) 359-0961

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

ISBN# 978-1-56004-770-4

All rights reserved. DAC Educational Publications grants permission to reproduce activity sheets and student handouts for classroom use. No other part of this publication may be reproduced in whole or in part, stored in a retrieval system or transmitted in any form or by any means—electronic, mechanical, photocopying, recording or otherwise—without prior written permission from the publisher.

# 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

.....

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*