

FAT RAT CENTRAL



I'm in a glass case of emotion!

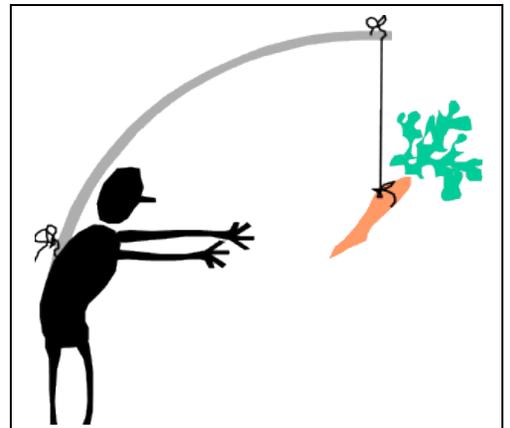
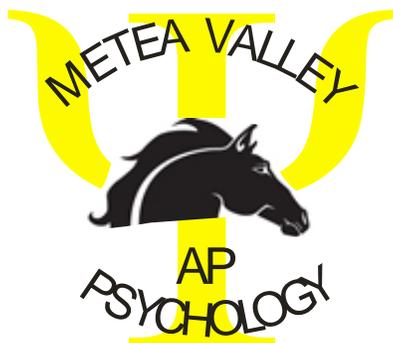
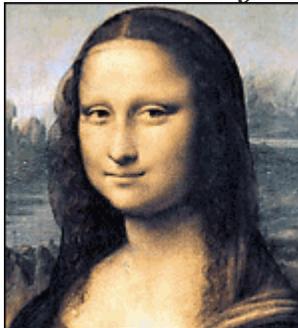
MOTIVATION



EMOTION



How does she *really* feel?



Motivation & Emotion Unit Guide

Essential Questions

- How do instincts, drives and incentives motivate behavior?
- How does Maslow's hierarchy of needs affect motivation?
- What is drive reduction theory and how does it apply to primary drives?
- What role do cultural, social and biological influences have on hunger?
- What is the human sexual response cycle?
- What are learned and unlearned motives and how do they affect behavior?
- What are the key theories of emotion and how do they compare?
- What cues are important in detecting emotion?
- How do culture and facial expressions influence emotional experiences?
- What is stress?
- What are the causes and effects of stress and how does it affect our ability to fight disease?

Key Terms, Concepts and Contributors

<p>MODULE 37: Motivation Intrinsic motivation Extrinsic motivation Stimulus Motives Instinct Drive Primary drives Secondary drives Drive-reduction theory Homeostasis Incentive Optimal arousal theory Yerkes-Dodson law Maslow's hierarchy of needs Physiological needs Safety needs Belongingness needs Esteem needs Self-actualization needs Self-transcendence needs Peak experiences</p> <p>MODULE 38: Glucose Ghrelin Insulin Leptin Orexin PYY Lateral hypothalamus Ventromedial hypothalamus Set point Basal metabolic rate Obesity</p>	<p>MODULE 39: Sexual response cycle Refractory period Sexual dysfunction Estrogens Testosterone</p> <p>MODULE 40: Social [learned] motives Belongingness Aggression Achievement Affiliation Power</p> <p>MODULE 41: Emotion James-Lange theory Cannon-Bard theory Two-factor theory [Schacter-Singer theory] Opponent-process theory Spillover effect Yerkes-Dodson Law Polygraph</p>	<p>MODULE 42: Facial feedback theory</p> <p>MODULE 83: Basic emotions Catharsis Feel good, do good phenomenon Subjective well-being Adaption-level phenomenon Relative deprivation</p> <p>MODULE 43: Health psychology Stress Distress Eustress Stressors Catastrophes Significant life changes Daily hassles Annoyances Tend & befriend response General adaptation syndrome [GAS]</p>	<p>MODULE 44: Psychophysiological illness Psychoneuroimmunology Lymphocytes B lymphocytes T lymphocytes Coronary heart disease Type A Type B</p> <p>Key contributors: Abraham Maslow William Masters Virginia Johnson William James Walter Cannon Philip Bard Stanley Schachter Richard Lazarus Paul Ekman Carol Izard Hans Selye</p>
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MOTIVATION SURVEY

1. Think down the road, 15 years from now. You're married and have a baby boy. You hope that your son ends up being...
 - A. Big and strong. Nobody could take him on in a fight. He'd be aggressive.
 - B. Quiet and reserved. I'd prefer a "thinker" for a child.
 - C. I don't care! I'm just happy to have my child.

2. Keep imagining, except 5 years even further in the future you have a second baby and this time it's a girl! You hope she...
 - A. Is normal, just like your son was.
 - B. Shy and quiet. She doesn't really say anything negative about anyone.
 - C. Is really good at attacking other girls verbally, if she needs to. It's hard to survive high school without being emotionally aggressive toward other girls.

3. You just finished your Psychology exam, the hardest test of the year. When do you want to find out your score?
 - A. Tomorrow hopefully – my teacher better correct it tonight!!!
 - B. Ehh, whenever. I don't really care when I find out as long as I find out sometime.
 - C. I don't want to know my score.... EVER!!!!

4. You want to go to college because...
 - A. The more education I get, the better my prospects are of finding a well-paying job. I want to be successful in life.
 - B. Are you kidding? THE PARTYING!!!! I want to have fun every single night!!!
 - C. I just feel like it's the next natural progression in life. I don't even know what I want to study yet.

5. How important is it to you to have a romantic partner?
 - A. I couldn't really care less. I got my friends; that's all I need!
 - B. My boyfriend or girlfriend is the most important person in my life. I couldn't imagine not seeing them everyday.
 - C. It's important, but so are a lot of other things.

6. As we learned during our sleep and consciousness unit, we spend $\frac{1}{4}$ of time during lectures daydreaming. You tend to daydream the most about:
 - A. Being an action hero. I often find myself wading through a jungle in Vietnam, searching for Charlie...
 - B. Random thoughts. Just how long would it take to hit the ground if you fell from an airplane, anyway?
 - C. What you're going to say the next time you get called down to the Dean's office.
 - D. Your significant other. You can't help but smile when you think of him/her.

7. Imagine you have two siblings. If you could choose, you'd rather be:
 - A. The Oldest.
 - B. In the Middle.
 - C. The Youngest.

8. What is your dream job?
 - A. I don't want to work. I plan to just live with my parents and hang out with friends all the time until one day I win the lottery.
 - B. I'd be happy just getting a regular, decent-paying job. My job isn't as important to me as having family and friends.
 - C. CEO of a fortune-500 company. I'm gonna be rich!!

9. You work at McDonald's. If the pay was same for each position, you'd prefer to be...
- A. A manager of a store. The higher-ups can tell me what to do and then I pass it down to my employees.
 - B. A cashier. Just tell me what to do and I'll do it.
 - C. The owner of the franchise. I want to control every operation and tell everyone what to do to ensure things get done MY way.
10. Right before your teacher gives you your AP Psychology test, he announces that the class can vote on how the exam will be taken. What do you vote for?
- A. I prefer the whole class take the exam together and we all will get the same score.
 - B. Sign me up for a partner test! I know just who I'd team with.
 - C. I'd rather do it by myself. I don't like counting on other people when it comes to grades.
11. You're happiest when...
- A. You're alone, just doing your own thing while having some privacy.
 - B. Around other people. You need interaction with others to be happy.
 - C. It really depends on the mood I'm in at the time.
12. How important is it to you that you have control over other people in your life?
- A. Somewhat important.
 - B. Not important at all.
 - C. Very Important.
13. When it comes to having a boyfriend or a girlfriend, you find it:
- A. Easy to communicate with them and talk about your feelings.
 - B. Hard to be open about private matters.
 - C. Is okay to have the occasional emotional conversation as long as they don't happen too often.
14. You're in the middle of basketball practice. You've just finished running 20 laps around the gymnasium. The coach blows his whistle and says that he wants you to work on your shooting. Where do you practice your jump shot from?
- A. I just shoot from random spots... wherever the ball lands, I just pick it up and shoot again!
 - B. I shoot from right underneath the rim... I want to make sure I make it in!
 - C. Half-court shots baby! They're the most fun!
 - D. I practice my three-pointer. Just call me Ray Allen.
15. When it comes to interacting with strangers, you usually...
- A. Initiate the conversation.
 - B. Avoid them altogether.
 - C. Will reply if spoken to, but won't talk first.

SCORING

Question 3: A – 3 points, B – 2 points, C – 1 point

Question 4 : A – 3 points, B – 1 point, C – 3 points

Question 8 : A – 1 point, B – 2 points, C – 3 points

Question 10 : A – 1 point, B – 2 points, C – 3 points

Question 14 : A – 2 points, B – 1 point, C – 1 point, D – 3 points

Add up your total from these 5 questions: _____

5-8 points: Low Need for Achievement

9-11 points: Moderate Need for Achievement

12-15 points: High Need for Achievement

Question 1: A – 3 points, B – 1 point, C – 2 points

Question 2 : A – 2 points, B – 1 point, C – 3 points

Question 7 : A – 3 points, B – 2 points, C – 1 point

Question 9 : A – 2 points, B – 1 point, C – 3 points

Question 12 : A – 2 points, B – 1 point, C – 3 points

Add up your total from these 5 questions: _____

5-8 points: Low Need for Power

9-11 points: Moderate Need for Power

12-15 points: High Need for Power

Question 5: A – 1 point, B – 3 points, C – 2 points

Question 6 : A – 1 point, B – 1 point, C – 2 points, D – 3 points

Question 11 : A – 1 point, B – 3 points, C – 2 points

Question 13 : A – 3 points, B – 1 point, C – 2 points

Question 15 : A – 3 points, B – 1 point, C – 2 points

Add up your total from these 5 questions: _____

5-8 points: Low Need for Intimacy

9-11 points: Moderate Need for Intimacy

12-15 points: High Need for Intimacy

Motivation: The “Whys” of Behavior

From instincts to self-actualization: What motivates us?

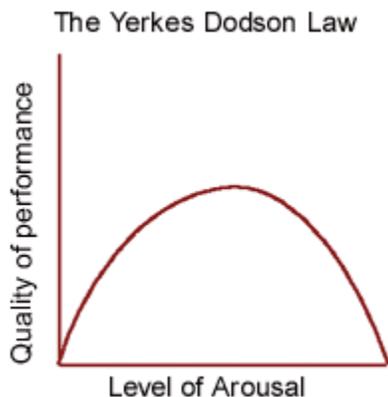
Published on October 29, 2011 by Susan Krauss Whitbourne, Ph.D. in Fulfillment at Any Age



Judging from the panoply of motivational books, speeches, videos, and how-to guides, you'd think that psychology has the surefire answer that can explain the simple basis for our many complex behaviors. As it turns out, the complexity of our behavior requires a complex set of explanatory ideas. After teaching these concepts in my introductory psychology course for many years, using Robert Feldman's (2011) excellent text, I've found that these ideas can be boiled down to some straightforward and useful insights.

Why #1: Instinct Theory. According to the oldest motivational theory on the books, organisms behave as they do because they are following a set of biologically pre-programmed instinctual urges. Like the birds and the bees, humans are enacting a set of behaviors hardwired into our neural circuitry. This theory is undoubtedly too simple to apply to humans, much less birds and bees. However, inner needs must certainly be part of the equation in understanding our behavior.

Why #2: Drive Reduction Theory. This next approach to motivation proposes that organisms large and small, simple to complex, prefer the state of homeostasis in which all of their needs are fulfilled. Their "drives," in other words (the need states that propel behavior) must be "reduced." Everyone might have a different definition of homeostasis—perhaps yours is sleeping late on a weekend morning, or just enjoying a relaxing drink in a cozy chair. Drive reduction theory's critics agree that it's great to have your needs met at least some of the time. However, if the theory were true, no one would ever seek out excitement. No one would go bungee jumping or seek comparable mental challenges.



Why #3: Arousal Theory. At the opposite pole of drive reduction, arousal theory proposes that we seek to increase, not decrease, our level of stimulation. We want the high that accompanies a rush of endorphins when we push ourselves physically or mentally. Animals as well as humans get bored from too much homeostasis. However, too much arousal can also thwart our ability to achieve our goals. A variant of arousal theory, called the "Yerkes-Dodson Law," takes this fact into account. The Yerkes-Dodson law proposed in 1908 but still used today (Smith et al., 2007), proposes that we each function according to an optimum level of arousal. You might consider this the "Goldilocks" principle of motivation. If you're too sleepy or too nervous, you'll invariably perform poorly, whether giving a speech or shooting a basketball. Each individual, and each task, has its own peak between arousal that is too low and arousal that is too intense. Once you find your optimum level of arousal, your performance will be both flawless and enjoyable.

Why #4: Incentive Theory. Our behavior may also be determined by forces that propel us to do something we otherwise would not. Incentive theory is the basic principle behind marketing. A good marketing strategy will cause you to want

something you neither have nor think you need. You expect that by having this "thing," you will be better off than you are without it (Beckmann & Heckhausen, 2008). It's like those catalogs that fall out of your mailbox during the holiday season and the emails that clutter up your inbox offering unbelievable "deals." Retailers are hoping that you will go after the products that they put out in front of you. Similarly, grocery, convenience, and large-scale retail clothing stores place their little but often expensive temptations where they are bound to have the most impact-- namely, while you're waiting to check out. An item that you would have given no thought to now becomes a handy little impulse purchase that you toss into your bag or cart. Adding to the draw of the impulse purchase is the fact that you may feel you deserve a treat, having practiced extreme self-restraint throughout the rest of your shopping expedition (a phenomenon called "ego depletion").

Why #5: Cognitive Theory. Moving from simple conditioning to the realm of behavior controlled by thoughts, the cognitive theory of motivation proposes that our expectations guide our behavior. You'll behave in ways that you think will produce a desirable outcome. Cognitive theory, the creation of University of Rochester psychologists Ed Deci and Richard Ryan, proposed that we have two types of motivation: Intrinsic and extrinsic. Intrinsic motivation is what drives us to fulfill our inner potential and interests. Your intrinsic motivation is your desire to express your true self in your behavior, whether it's work or leisure. What's more, when you are driven by intrinsic motivation, you feel that you are determining the outcomes of your efforts. Extrinsic motivation, by contrast, is your desire to achieve tangible rewards such as money or the glory that come with status and recognition. Deci and Ryan developed the counter-intuitive proposal that people who receive extrinsic rewards for behaviors that they find intrinsically satisfying become less creative and productive. This has the picturesque name of "motivational crowding out." The extrinsic rewards of money, fame, and recognition crowd out the intrinsic satisfaction that you experience from doing something because you really like to do it. The motivational crowding out idea has some obvious flaws. Managers could use this theory to pay workers less or deny them promotions. "Why should we pay you more (or at all)?" You'll be less creative and productive! This problem led to a revision in the theory which is called ...

Why #6: Self-Determination Theory. With the obvious flaw in cognitive theory, it became clear that work motivation needs to incorporate both intrinsic and extrinsic sources of motivation. Deci and Ryan therefore revised their theory. Self-determination theory proposes that you can have a combination of intrinsic and extrinsic motivation driving your work-related and other behavior. The most satisfying activities you can engage in, the ones that will motivate you the most, are those that allow you to feel most in control of your behavior. You can be motivated by the mundane satisfaction provided by extrinsic rewards. However, the more autonomy you feel, the more self-directed you'll be, and the most satisfied you'll be in your work, as suggested by research on college alums who felt they were fulfilling their intrinsic needs (Niemic et al, 2009). Being able to express your inner motives and get paid at the same time is a hard combination to beat. The problem for many people is that they feel that their work behavior is controlled by factors outside of their own inner self-determination. It's that feeling of external control that leads to job discontent and stagnation. The remedy to this problem is to find ways to express your autonomy, even if it's only in a few minor ways.



Why #7: Self-Actualization Theory. At the very pinnacle of motivation, self-actualization theory proposes that we are most motivated to realize our own inner potential. Maslow's self-actualization theory is one of the most recognizable topics in psychology, but also one of the least well-tested and least well-understood. According to Maslow, self-actualization is the true realization of your inner potential, whatever that is. Self-actualization is not a state of complete perfection. Maslow's very lofty definition proposed that self-actualization is a continual process of becoming. The hierarchy of motives for which Maslow became famous proposed that we have lower-order needs (those instincts and drives) and higher-order needs (total self-expression). After you satisfy your lower-order needs, says the theory, you can self-actualize. This idea might be

wrongly translated into the expression "A hungry poet cannot write." However, as we all know, hungry poets do write. In fact, many people will set aside physical needs, safety, and even positive regard from others in order to fulfill their highest-order needs. To many Steve Jobs was just such a man. Maslow actually proposed that, in fact, many of the people he considered self-actualized had given up their lower-order needs for safety, security, and even love, to realize their innermost passions. According to Maslow, very few people achieve this nirvana, and when they do, they're typically in their middle or later years.

Now that you've seen the range of motivation theories, you've probably been able to pick out parts of each that apply to you either now or at some point in your past. By recognizing that your behavior reflects these many complex pieces, you can move on to developing your own unique path to change. Whether it's arousal, incentive, self-determination, or self-actualization, understanding the motivation behind your behavior can give you the insights you need to develop your own unique pathway to fulfillment.

Motivation: MY "Whys" of Behavior

Directions: Use the following scale to rank which motivating factors from the reading are the most influential to the least influential factors in your life. Then, for each factor, give a personal example of when that type of motivation was the driving force for something you did.

The diagram consists of a central horizontal line. On the left end of this line is the text "Most influential" and on the right end is the text "Least". Above the line, there are four empty rectangular boxes. Below the line, there are three empty rectangular boxes. Vertical lines connect the boxes to the horizontal line: the first box on top connects to the second box on bottom; the second box on top connects to the first box on bottom; the third box on top connects to the third box on bottom; the fourth box on top connects to the fourth box on bottom.



Name: _____

PsychSim 5: HUNGER AND THE FAT RAT

This activity provides a simulated experiment on weight regulation in rats. Use the following link to access the activity: <https://tinyurl.com/ycjkknx9>

The Hypothalamus

What are the two techniques used to study hypothalamic dysfunction? How do they differ?

Experimental Simulation

What conclusions were you able to draw about the effects of the following procedures on the experimental rats:

- Stimulation of the lateral hypothalamus (LH)?

- Destruction of the LH?

- Stimulation of the ventromedial hypothalamus (VMH)?

- Destruction of the VMH?

- What did you learn from this experiment about these two regions of the hypothalamus?

Some Cautions

What are the two problems with a simple conclusion to this research question?

Name: _____

“KILLING US SOFTLY” VIDEO GUIDE

As you watch “Killing Us Softly,” you will see examples of how the media influences motives that drive human behavior. Please explain how the media affects our motivation in the categories below:

Eating Habits

Violence

Consumer Choice

Image of Women

Image of Men

Stage 3: Sexual Orientation

Read the "Sexual Orientation" article on your class website and complete the chart:

Term	Summary

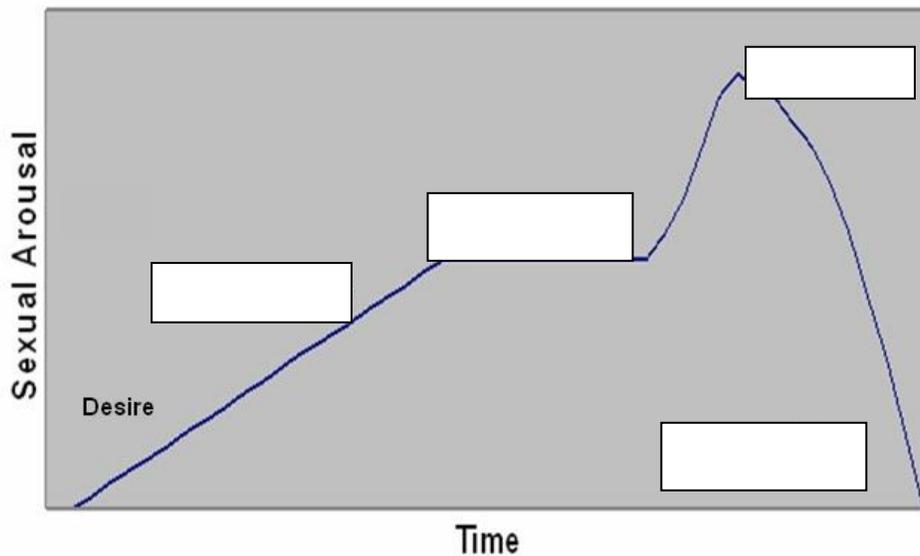
Stage 4: Mating

Read the following articles and answer the questions below.

<http://tinyurl.com/36fmdgn>

1. Label the following four parts of the cycle on the diagram below.

Sexual Response Cycle



2. Define refractory period:

<https://tinyurl.com/srcstudies>

3. Describe two criticisms of Masters and Johnson's work according to the second article.
 - a.

 - b.

Stage 5: Sexual Disorders

Use the following links and select one Paraphilia disorder and two sexual disorders to read and summarize.

<http://allpsych.com/disorders/paraphilias/>

<http://allpsych.com/disorders/sexual/>

Paraphilia disorder:	Summary	Treatment
Sexual disorder:	Summary	Treatment

STRESS & MOTIVATION

Each team member will read and take notes on one of the articles. You will be responsible for teaching the material to your classmates!

<p style="text-align: center;"><u>INDIVIDUAL DIFFERENCES – STRESS RESPONSE</u></p> <p>Type A Personality Traits:</p> <p>Type B Personality Traits:</p> <p>Type C Personality Traits:</p>	<p style="text-align: center;"><u>GENERAL ADAPTATION SYNDROME</u></p> <p>Psychologist to know:</p> <p>Definition:</p> <p>Stage Descriptions:</p> <ol style="list-style-type: none">1. Alarm 2. Resistance 3. Exhaustion
<p style="text-align: center;"><u>MOTIVATIONAL CONFLICTS</u></p> <p>Approach-Approach:</p> <p>Avoidance-Avoidance:</p> <p>Approach-Avoidance:</p>	<p style="text-align: center;"><u>STRESS, ILLNESS, & THE IMMUNE SYSTEM</u></p> <p>How stress effects:</p> <ul style="list-style-type: none">- Digestive system - Cardiovascular system - Immune system

HOW DO THESE THEORIES EXPLAIN STRESS?

Use the scenario given to your group. How do each of these theories connect with the stressful scenario you selected? You are the expert for your article – be sure to help your classmates come up with applications for each aspect listed below!

<p style="text-align: center;"><u>INDIVIDUAL DIFFERENCES – STRESS RESPONSE</u></p> <p>Select one of the personality types. How would being Type A, B, or C affect the way the individual responded to the scenario?</p>	<p style="text-align: center;"><u>GENERAL ADAPTATION SYNDROME</u></p> <p>How would the individual experience General Adaptation Syndrome? Explain what would happen to the person in each stage.</p> <ul style="list-style-type: none">- Alarm - Resistance - Exhaustion
<p style="text-align: center;"><u>MOTIVATIONAL CONFLICTS</u></p> <p>In this scenario, are there 2 options? If so, choose to apply approach-approach or avoidance-avoidance to the stress in the situation.</p> <p>If not – explain how approach-avoidance would contribute to the stress in this situation.</p>	<p style="text-align: center;"><u>STRESS, ILLNESS, & THE IMMUNE SYSTEM</u></p> <p>Choose one of the physiological systems affected by stress. Make connections about the stressor in the scenario and how it might affect the individual's health.</p>

The James-Lange Theory

The James-Lange theory proposes that an event or stimulus causes a physiological arousal without any interpretation or conscious thought, and you experience the resulting emotion only after you interpret the physical response. For example, ***you're late leaving work, and as you head across the parking lot to your car, you hear footsteps behind you in the dark. Your heart pounds and your hands start to shake. You interpret these physical responses as fear.***

The Cannon-Bard Theory

The Cannon-Bard theory, on the other hand, suggests that the given stimulus evokes both a physiological and an emotional response simultaneously, and that neither one causes the other. For example, you're home alone and hear creaking in the hallway outside your room. You begin to tremble and sweat, and you feel afraid.

The Schachter- Singer Theory

Many years later, two psychologists called Stanley Schachter and Jerome Singer proposed another theory. Their theory, known as the **Schachter-Singer theory**, suggests that experiencing an emotion requires both bodily response and an interpretation of the bodily response, called a cognitive label, by considering the particular situation the person is in at the moment (Schachter & Singer, 1962). If my heart is racing and an alligator is chasing me, I might interpret that as fear. If my heart is racing and I am looking at the person I am in love with, I might interpret that as excitement. Even though the bodily response is the same, I might experience very different emotions depending on the type of situation I am in.

The Opponent- Process Theory

The fourth commonly discussed theory of emotion is known as the **Opponent-Process Theory** of emotion developed by two psychologists called Richard Solomon and John Corbit. This theory is a completely different type of theory and explains our experience of emotions in relation to its opposites. Richard Solomon and John Corbit suggest that the experience of an emotion disrupts the body's state of balance and that our basic emotions typically have their opposing counterparts (Solomon & Corbit, 1974). For example, the opposite of pleasure is pain, the opposite of fear is relief, the opposite of depression is elation, etc. When we experience one emotion, it suppresses the opposite emotion. Once the initial emotion subsides, we naturally experience the opposing emotion to balance out the two. For example, we might feel a high level of fear before bungee jumping off the ledge. After the jump, we feel a high level of relief, the opposite emotion of fear. This theory is also commonly used to explain drug addiction. The pleasure associated with taking an addictive drug makes us feel the painful withdrawal effect of the drug afterwards. To escape this painful withdrawal effect, the addict takes more of the drug right away. But because we are trying to experience pleasure from a state of experiencing pain (and not a normal state) we need more of the drug than before. This is considered to be what creates the addictive cycle of drugs.

Theories of Emotion

After reading the summaries of the four different theories of emotion complete the following for each theory:

James- Lange

Essay-worthy definition: According to the James-Lange theory, emotion is experienced...

Diagram the process of experiencing emotion according to this theory (include the terms- stimulus, physiological response, and emotional response and any others that are necessary):

Create your own example of this theory in action (for example, Katie went on a hike...)

Cannon-Bard

Essay-worthy definition: According to the Cannon-Bard theory, emotion is experienced...

Diagram the process of experiencing emotion according to this theory (include the terms- stimulus, physiological response, and emotional response and another others that are necessary):

Create your own example of this theory in action (for example, Katie went on a hike...)

Schachter-Singer

Essay-worthy definition: According to the Schacher-Singer theory, emotion is experienced...

Diagram the process of experiencing emotion according to this theory (include the terms- stimulus, physiological response, and emotional response and any others that are necessary):

Create your own example of this theory in action (for example, Katie went on a hike...)

Opponent- Process

Essay-worthy definition: According to the Opponent- Process theory, emotion is experienced...

Diagram the process of experiencing emotion according to this theory:

Create your own example of this theory in action (for example, Katie went on a hike...)

 Finally, what do you think? Which theory makes the most sense to you in how we experience our emotions? Why?



Theories of Emotion on the Big Screen



For each of the movie clips you need to explain how the emotion is occurring according to the theory provided.

Theory	Clip 1:
James-Lange	
Schachter-Singer	

Theory	Clip 2:
Cannon-Bard	
Opponent-Process	

Theory	Clip 3:
Cannon-Bard	
James-Lange	

Theory	Clip 4:
Opponent- Process	
Schachter- Singer	

Your turn: Come up with a scene from a popular movie and explain the emotion being displayed and which theory best demonstrates that showing of emotion.

Emotion Theory Drawing

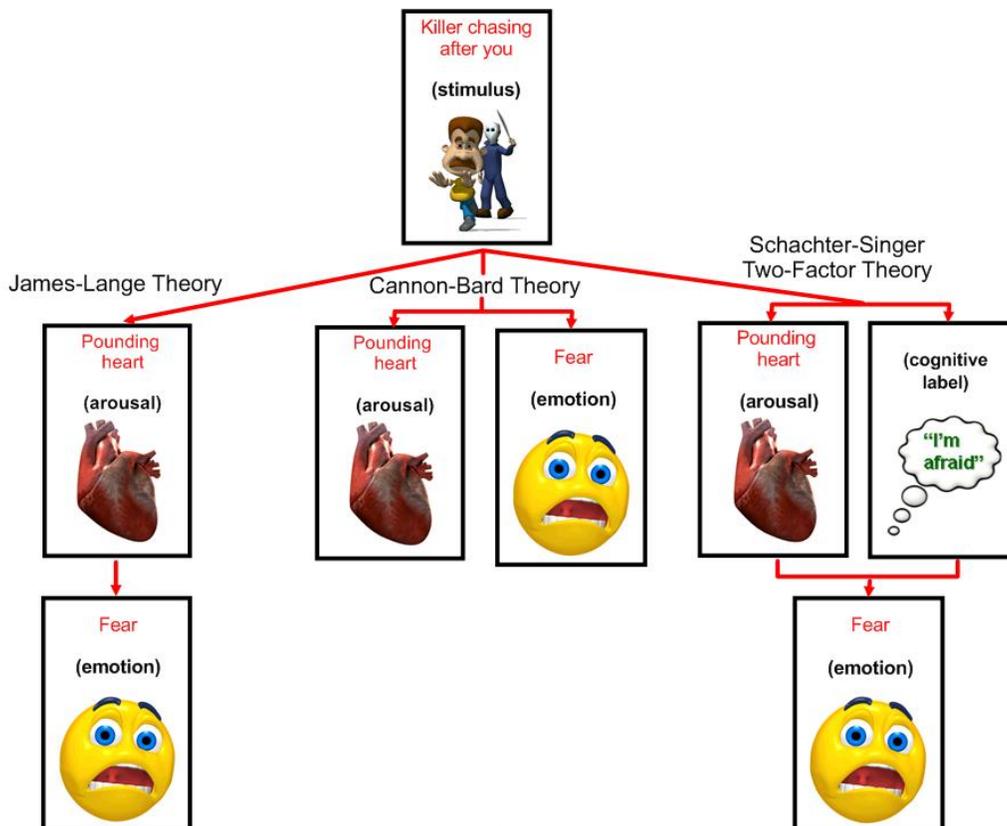
This activity is intended to help you practice and assess your understanding of the three theories of emotion, as well as your effort and creativity in demonstrating that knowledge in a visual form!

The Task:

1. Select an emotion (see the list on the back or suggest one of your own).
2. Create an original poster depicting how each of these three theories would explain our experience of that emotion:
 - a. James-Lange Theory
 - b. Cannon-Bard Theory
 - c. Singer-Schachter's Two Factor Theory

Parameters:

- You'll need to start off with some sort of "stimulus" that causes the emotion. This can be whatever you want. (In the example below, it's an oncoming car)
- You may use any combination of text, images, and diagrams, so long as you can convey the information needed.
- Your product should NOT look like the example provided below... think of other creative ways to represent the theories!



Possible emotions:

- Happy
- Sad
- Angry
- Afraid
- Excited
- Ashamed
- Relaxed
- Annoyed
- Disgusted
- Bored
- Frustrated
- Surprised

MOTIVATION MIXTAPE



In groups:

- create a playlist for each theory of motivation
- Each playlist should have at least two songs
- In your write-up, include:
 - title of song,
 - at least one stanza from the lyrics
 - a short description of how this song represents the theory

Drive Reduction

Title: _____

1-stanza of the lyrics:

Connection to theory:

Instinct theory

Title: _____

1-stanza of the lyrics:

Connection to theory:

Arousal theory

Title: _____

1-stanza of the lyrics:

Connection to theory:

Incentive theory

Title: _____

1-stanza of the lyrics:

Connection to theory:

Name _____



FEELING EMOTIONAL?

Part I: CAN YOU READ PEOPLE'S EMOTIONS?

Go to <https://tinyurl.com/qjjvaxf>

You are going to see 36 snapshots of people's eyes and attempt to determine their emotional state based on their eyes alone.

1. Of the thirty-six eye snapshots, how many did you accurately identify? _____

2. A score of 22-30 is considered to be "average". Do you think your score accurately portrays your ability to read people's emotions? Why or why not?

Part II: BODY LANGUAGE QUIZ

Go to <https://tinyurl.com/4abe85x> to test emotional intelligence.

1. Of the twenty emotion classifications, how many did you get correct? _____

2. Which emotion did you find most interesting as far as the ways to detect that emotion? Why?

Part III: CATCHING LIARS

Go to <http://tinyurl.com/catchingliars>

In this activity you will explore some of the methods used to detect deception.

Nonverbal Cues

* After watching the two video clips, which version do you think is true?

___ The first version (born in New York) is true.

___ The second version (born in England) is true.

Using a Polygraph to Detect Deception

* Briefly explain how a polygraph is used to detect lies.

Results From the Simulated Polygraph Session

* After you have reviewed the pattern of physiological activity, indicate your best judgment about the truthfulness of the suspect.

___ This person is telling the truth. He didn't take the camera.

___ This person is lying. He probably took the camera, or knows where it is.

___ It's impossible to tell whether this person is lying.

Part IV: Is it real or fake?

Go to <https://tinyurl.com/2u7sh>

Read the brief directions and then rank your answer to the two prompts. When you are done click the “next” button and evaluate the smiles. You will click on the arrow once (or maybe twice) and the person will smile. You can only see the face once, so pay close attention!

When you finish the test, answer the following questions.

1) What part of the face was most useful for you in discriminating between fake and real smiles? Explain.

2) How many did you get correct out of 20? _____

3) According to the information in the conclusion, what is the difference between a fake and genuine smile?