Think about how you become “motivated” to do certain types of things. Some motivation is biological (think primary) and other motivation is social or secondary. Look at some of the tasks below and comment on whether your personal motivation to do these things is BIOLOGICAL or SOCIAL.

<table>
<thead>
<tr>
<th>Task</th>
<th>Motivation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study for a Test</td>
<td></td>
</tr>
<tr>
<td>Talk to that cute girl/boy</td>
<td></td>
</tr>
<tr>
<td>Eat a whole cheeseburger</td>
<td></td>
</tr>
<tr>
<td>Get a job</td>
<td></td>
</tr>
<tr>
<td>Escape a building during a fire</td>
<td></td>
</tr>
</tbody>
</table>
AP Learning Objectives: Motivation and Emotion (6-8%)

1. Identify and apply basic motivational concepts to understand the behavior of humans and other animals (i.e. instincts, incentives, intrinsic vs extrinsic motivation)
2. Discuss the biological underpinnings of motivation including needs, drives and homeostasis
3. Compare and contrast the motivational theories (i.e. drive reduction theory, arousal theory, general adaptation theory) including the strengths and weaknesses of each
4. Describe research findings in specific motivation systems (eating, sex, social)
5. Discuss the theories of stress and the effects on psychological and social well-being
6. Compare and contrast major theories of emotion (James-Lange, Cannon-Bard, Schacter Two Factor Theory)
7. Describe how cultural influences shape emotional expression, including variations in body language
8. Identify key contributors in the psychology of motivation and emotion (i.e. William James, Alfred Kinsley, Abraham Maslow, Stanley Schacter, Hans, Selye)
Chapter 8: Motivation and Emotion

Why study motivation and emotion?
Get Motivated Monday!!!!!! (Or Thursday, whatever works)

1) Does this video **MOTIVATE** you? Why or why not?

2) What makes a speech motivating? What makes it non-motivating? Explain your answer
Chapter 8.1: Approaches to Understanding Motivation

How do psychologists define motivation, and what are the key elements of the early instinct and drive-reduction approaches to motivation?
Motivation Basics

- **Motivation** is the process by which activities are started, directed and continued so that physical or psychological needs or wants are met.

- **Types of Motivation**
  
  1. **Extrinsic Motivation**: The type of motivation in which a person performs an action because it leads to an outcome that is separate from or external from the person.
     
     - **Example**: A child gets $10 for every “A” on his report card or paying an employee a bonus check for increased performance.

  2. **Intrinsic Motivation**: Type of motivation in which a person performs an action because the act itself is rewarding or satisfying in some internal manner.
     
     - **Example**: A person volunteers at an animal shelter because they enjoy being around animals.
**Instinct Approaches**

- **Instincts**: the biologically determined and innate patterns of behavior that exist in both people and animals.

- **Instinct Approach**: Approach to motivation that assumes people are governed by instincts similar to those of animals.
  - **Animal instincts** include behaviors such as: migrating, nest building, mating and territorial protection are all examples of animal instincts.
  - **Human instincts** include behaviors such as: flight (running away), pugnacity (aggression), acquisition (gathering possessions).
Needs and Drives

- **Need**: a requirement of some material (such as food or water) that is essential to an organism’s survival.
- When an organism has a need, it leads to physiological tension and physical arousal that motivates the organism to act in order to fulfill this need and reduce the tension.
- This action is known as a **drive**.
**Drive Reduction Approaches**

- **Drive-Reduction Theory**: approach to motivation that assumes behavior arises from physiological needs that cause internal drives to push the organism to act in order to satisfy the need and reduce tension and arousal.

  - **Primary Drives**: Those drives that involve needs of the body such as hunger, thirst and sex

  - **Acquired (Secondary) Drives**: Those drives that are learned through experience or conditioning, such as the need for money or social approval

- **Homeostasis**: The tendency of the body to maintain a steady state. Functions like a “thermostat” for the body
Practice Intrinsic vs Extrinsic Motivation: Movie/TV Clips

- There are several movies/TV shows that highlight motivation through speeches. Motivational speeches are a great way to tap into someone’s intrinsic or extrinsic motivation.

- Watch the following motivational speeches from movies and decide if the speech is meant to appeal to the intrinsic or extrinsic part of human motivation.

<table>
<thead>
<tr>
<th>Title of Clip</th>
<th>Motivation Theory</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remember the Titans</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rocky</td>
<td></td>
<td></td>
</tr>
<tr>
<td>One Tree Hill</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Pursuit of Happiness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mighty Ducks</td>
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</tbody>
</table>
Your Turn: What’s the Motivation Activity

Now that you’ve learned about and practiced with Motivation Theories, your job will be to use those theories to explain a variety of common human behaviors.

Using the words/theories in the box, try and explain the behaviors. There are several ways to answer each question, just be sure to correctly apply and define each term that you use.
Homework

- Finish "What’s the Motivation?" Activity if not completed in class
- Read/Take Notes on Chapter 8.2: Types of Needs
- ACE Vocab 8.1 and 8.2
- Multiple Intelligences Lesson Plan Project: Due Monday (A) or Tuesday (B)
The Science of Motivation: Video Questions

1) What is the “Distraction Effect”? 
2) Which parts of the brain are linked to self-motivation? 
3) What is the strongest motivator for sustained behavioral changes? 
4) Why isn’t optimism always the best strategy for getting motivated? 
5) What is the “What the Hell Effect”? 


1) How does the video define power?
2) What are the 6 sources of power? Briefly explain each source.
3) What strategies can you use to gain more power in public life?
4) Explain the statement: “Policy is frozen power”
5) Which 3 sources of power do you think are the most valuable? Explain your answer.
6) What does “Power” have to do with “Psychology”? Why should psychologists try to better understand power? Explain your answer
1) What is the psychological definition of evil, according to Zimbardo?

2) What do the results and findings from Abu Gharib teach us about “power” and “evil”?

3) What is the difference between “Disposition” and “Situation”? Why are these terms important when looking at motivation for power and evil?

4) Describe the Milgram experiment and tell us how this experiment helps us understand power.

5) Describe Zimbardo’s prison guard experiment and how this experiment helps us to understand power.

6) What are the “Keys to heroism”?

7) How can we link “evil” and “power” to motivation? Why is it important to study these things not just historically, but also psychologically? What can we gain from this?
What are the characteristics of the three types of needs?
Different Strokes for Different Folks: Needs

Needs are a fundamental part of motivation, however not all needs are strictly physical/biological.

Psychologist David C McClelland proposed a theory that highlights the importance of 3 psychological needs typically ignored by other theories:

- Achievement
- Affiliation
- Power
Need for Achievement (nAch)

- The Need for Achievement (nAch) explains a strong psychological desire to succeed in attaining goals, both realistic and challenging.
- People who are high in nAch look for careers and hobbies that will allow for others to evaluate them.
- Achievement motivation appears to be strongly related to both academic and occupational success and the quality and amount of what a person produces.
Need for Affiliation ($nAff$):

- **Need for Affiliation ($nAff$):** The need for friendly social interactions and relationships with others.
- People high in this need seek to be liked and held in high regard by others.
- $nAff$ people make good teammates.
Need for Power (nPow)

- **Need for Power (nPow):** the need to have control or influence over others
- People high in this need want to have their ideas heard (regardless of whether or not their ideas will lead to success)
- Status and prestige (and $$$) are important to people with a high nPow
According to psychologist Carol Dweck, nAch is closely linked to personality factors. Dweck focuses on the role that “view of self” plays in developing a high nAch. She also believes that those with high nAch are the most likely to develop Learned Helplessness.
1) What is a Growth Mindset? Explain a time where you had or did not have a growth mindset?

2) Compare the two types of mindset's based on Carol Dweck's research focused on nAch
Do Now: What’s the Motivation?

- Dominic is at the movies, watching the latest psycho-thriller. In the middle of the movie, the theater holds an intermission. How might the following explain the behavior that Dominic displays during the intermission:

  - Intrinsic Motivation
  - Extrinsic Motivation
  - Drive Reduction Approach
  - Homeostasis
Do Now: 3 Types of Psychological Needs

Below fill in the chart, describing which of the 3 types psychological needs you feel **best describes** the people listed below (nAch, nPow, nAff) and provide a short explanation as to why

<table>
<thead>
<tr>
<th>Person</th>
<th>Type of Need (nAch, nPow, nAff)</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Team Captain</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A President (of a country or company)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A Social Worker</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A Movie Star</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A Metro Student</td>
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</tbody>
</table>
**Ted Talks: The Psychology of Self-Motivation**

1. What is **feeling empowered**? What are the three questions you can use to find out if someone is feeling empowered?

2. What’s the difference between **education** and **training**?

3. How can teachers/managers inspire confidence and self-motivation? (Success seekers vs Failure Avoiders)? **What are the 4 C words**?

4. Describe **independence** vs **interdependence**? What’s the problem with our Independence culture?

5. How does the narrator illustrate the 4 “C Words” through his “Drum Story”?

6. How can teachers, administrators and even parents use this information on motivation to increase student learning? Have you ever encountered someone who uses these well? Explain.
Chapter 8.3 Arousal Approaches

What are the key elements of the arousal and incentive approaches to motivation?
The need for stimulation is another explanation for motivation.

**Stimulus motive**: A motive that appears to be unlearned but causes an increase in stimulation, such as curiosity.

**Arousal theory**: theory of motivation in which people are said to have an optimal (best or ideal) level of tension that they seek to maintain by increasing or decreasing stimulation.

Tasks or performances that are too low or too high may suffer.
Figure 8.2 *Arousal and Performance*

The optimal level of arousal for task performance depends on the difficulty of the task. We generally perform easy tasks well if we are at a high-moderate level of arousal (green) and accomplish difficult tasks well if we are at a low-moderate level (red).
Yerkes-Dodson Law

- **Yerkes-Dodson Law**: Law stating that performance is related to arousal; moderate levels of arousal lead to better performance than do levels of arousal that are too low or too high. The effect varies with the difficulty of the task: Easy tasks require a high-moderate level whereas more difficult tasks require a low-moderate level.

- **Example**: A wife who is underaroused may pick a fight with her spouse.

- **Example**: A student who has test anxiety (high level of arousal) may seek out ways to reduce that anxiety in order to improve test performance.
So if people are supposed to be seeking arousal levels around the middle, why do some people love to do high arousal things like bunjee jumping?

Sensation Seeker: someone who needs more arousal than the average person.

- Sensation seekers seem to need more complex and varied sensory experiences
- Not all sensation seekers seek risky or dangerous, things like travelling or high energy workouts/sports can be tied to sensation seekers.
Incentive Approaches

- **Incentives**: Things that attract or lure people into action

- **Incentive Approaches**: Theories of motivation in which behavior is explained as a response to the external stimulus and its rewarding properties. (Similar to Operant Conditioning, remember??)

- **Expectancy-Value theories**: Incentive theories that assume the actions of humans cannot be predicted or fully understood without understanding the beliefs, values, and the importance that a person attaches to those beliefs and values at any given moment of time.
  - Often used to explain behaviors where there is no physical need (i.e. eating an entire piece of pie even though you’re not at all hungry)
Activity: Motivation Survey (What motivates you??) and Anchor Chart

1) Take the motivation survey you have been provided and calculate what types of things motivate you…are you an nPow, a nAff, or a nAch.

2) Find another person (or 2 or 3) who have the same (or at least a similar) motivation style as you (High in nPow, Low in nAch etc…)

Create an anchor chart to help inform people about your motivation style. Organize it similar to the example on your left.

Your chart should take into consideration:

- **Famous Examples of this Motivation Group:** Choose a few real life (or fictional) characters who you think embody this “motivational group”
- **Problems with this type of motivation** (i.e. nAff’s aren’t very productive with independent work, nPow’s only like group projects when they’re in charge etc….)
- **Best ways to motivate this group** (i.e. nAch’s will do ANYTHING for extra credit point)
- **Worst ways to motivate this group** (i.e. nAff’s don’t really care about extra credit)
- **A Clear title and at least 3-4 visuals**
Homework

- **Read/Notes 8.4:** Maslow’s Hierarchy of Needs
- Vocab 8.3 and 8.4
- Work on Motivation Playlist Project
Chapter 8.4: Humanistic Approaches: Maslow’s Hierarchy of Needs

How do Maslow’s humanistic approach and self determination theory explain motivation?
Abraham Maslow: The Humanist

- Abraham Maslow was one of the earliest humanistic psychologists to study motivation.
  - Maslow rejected the more cynical views of Freud and Behaviorists and favored a more positive view of human behavior.
  - Maslow proposed that there were several levels of needs that a person must meet before achieving the highest levels of personality fulfillment.
- **Self-Actualization:** The point that is seldom reached at which people have sufficiently satisfied the lowest needs and achieved their full human potential.
Figure 8.3 Maslow’s Hierarchy of Needs

Maslow proposed that human beings must fulfill the more basic needs, such as physical and security needs, before being able to fulfill the higher needs of self-actualization and transcendence.
Getting to the Top: Maslow’s Pyramid

- All the lowest level needs must be fulfilled before you can move to the top steps.
- This process is not linear, people can move up and down the pyramid as they go through life.
- **Peak experiences**: times in a person’s life during which self-actualization is temporarily achieved.
- Maslow’s pyramid is highly controversial as it is based purely on observation and not empirical research. It also fails to address cultures outside the United States.
Self-Determination Theory (STD): A theory of human relationships in which the social context of an action has an effect on the type of motivation existing for the action. This theory relies on 3 inborn and universal human needs:

- **Autonomy**: The need to be in control of one’s behavior and goals
- **Competence**: The need to be able to master the challenging tasks of one’s life
- **Relatedness**: The need to feel a sense of belonging, intimacy and security in relationships with others
Maslow in Real Life: Video Questions

1) What is the problem discussed in the News Story?

2) Describe the program discussed in the video and what it does to address the needs of students.

3) What is the impact that hunger has on students in the classroom?

4) How does this story illustrate the use of Maslow’s theory in real life? Explain?
Illustrate in your notebook how the movie Lion King Demonstrates each level of Maslow’s pyramid
Deserted Island: An Activity Illustrating Maslow

- In teams of 3-4 students your job will be to work together to furnish a 10 step plan that ensures the survival of your classmates in the event that we are stranded on a desert island.

- When complete your job will be to create a poster that illustrates and compares your plan to Maslow’s pyramid. You should include illustrations of a Maslow Pyramid as well as illustrate how your 10 steps fit into Maslow’s Hierarchy.

- Posters should include a title, illustrations and demonstrate a clear comparison of your Deserted Island plan to Maslow’s Hierarchy.
Homework

- Article Review: “Below the Line”: Valdosta Daily Times (In Notebook)
- Vocab 8-4
- Zombie Game Pregame Preparation Worksheet
Do Now: AP Psychology Survival Skills

- You and your friends were on a Carribean Cruise for Spring Break, having the time of your life! However, things changed quickly when your boat encountered some bad weather (or an iceberg or a Sea Monster….you decide) and you and your friends found yourselves stranded on a deserted island in the middle of nowhere! Luckily you have all those survival skills (and theories) you learned in AP Psychology!

- As the Using **Maslow’s Heirarchy of Needs**, create a plan to meet and fulfil the needs of yourself and your friends at each level of the Heirarchy.
Psychologists have long attempted to figure out the “psychology” behind the foods we eat. Can diet directly impact a person’s behavior (especially through neurobiology). Answer the questions below to figure out if and how this may be true:

1) What types of “foods” or proteins make up our brains

2) Describe the role/impact of the following

- **Omega 3 & 6**:
- **Trans and Saturated Fats**:
- **Proteins and Amino Acids**:
- **Micronutrients (B6, B12, Folic Acid)**:
- **Carbohydrates/Glucose**:

3) Based on this information, what types of foods should you eat before a **big test**? **A track meet**? **A date**? Explain your answer
Chapter 8.5: Hunger: Why do People Eat?

What happens in the body to cause hunger, and how do social factors influence a person's experience of hunger?
Why People Eat

- Hunger is one of the most basic needs of humans, however eating habits have recently come under extreme scrutiny.
- Eating is a primary behavior, but also serves as a form of pleasure and entertainment and helps satisfy social goals.
Physiological Components of Hunger

- **Insulin**: A hormone secreted by the pancreas to control the levels of fats, proteins and carbohydrates in the body by reducing the level of glucose in the bloodstream.

- **Glucagon**: Hormones that are secreted by the pancreas to control the levels of fats, proteins, and carbohydrates in the body by increasing the level of glucose in the bloodstream.

- High blood sugar = more insulin = increased appetite.
The Role of the Hypothalamus

- **The Ventromedial Hypothalamus (VMH):** may be involved in stopping the eating response when glucose levels go up.

- **The Lateral Hypothalamus:** seems to influence the onset of eating when insulin levels go up. Damage in this area caused rats to stop eating to the point of starvation.
Weight Set Point and Basal Metabolic Rate

- **Weight Set Point**: The particular level of weight that the body tries to maintain.

  - **Metabolism**: The speed at which the body burns available energy, is said to play a role in weight set point.

- **Basal Metabolic Rate (BMR)**: The rate at which the body burns energy when the organism is resting

  - Your BMR typically decreases with age
Other than biological cues, Social cues, Cultural Factors and Gender also tell people when to eat.

- **Social conventions around eating**: such as eating breakfast, lunch and dinner, can be tied to Classical Conditioning (we condition our bodies to feel hungry at certain times)

- **Cultural factors**: In the United States “emotional eating” is much more common than in Japan

- **Gender**: Women are more likely to eat while watching TV or movies
Hunger Games Activity: May the Odds be Ever in Your Favor

- Hunger is one of the primary motivators for humans and animals. At the same time competition is one of the primary motivators for both nAch and nPow people. Today we’re going to combine the two with a completion to find out as much as we can about hunger before the end of the period.

- You will work in teams of 3 or 4 to be the fastest to educate the people of PanEm’s district 12 about hunger (which constantly plagues their people). You MUST complete as many research tasks as possible in the time allotted. Your teamwork is the KEY to completing this assignment. You may use as many resources as possible (phones, computers, textbooks etc), but you may NOT use other teams!

- Your first step is to create a quiver that represents your study team with a name and a logo. Once complete you may begin researching.

  May the Odds be Ever in Your Favor
Homework

- Read/notes 8.6
- Vocab 8.5 and 8.6
- Work on Motivation Playlist
What are some problems in eating behavior, and how are they affected by biology and culture?
Obesity: a condition in which the body weight of a person is 20% or more over the ideal body weight for that person's height

Causes of obesity:

- **Heredity**: There are several sets of genes that influence the likelihood that a person will be obese
- **Overeating**: High fat and high caloric foods
- **Slowed metabolic rate**: (typically as people age)
Anorexia Nervosa

- **Anorexia Nervosa**: a condition in which a person (typically a young female) reducing eating to the point that a weight loss of 15% below expected body weight is the result.

- **Causes of Anorexia**:
  - **Biological**: Genetic factors
  - **Psychological**: Rejection of sexual maturity, sexual abuse, perfectionism, and/or control issues

- **Treatment Options**
  - Hospitalization/Inpatient treatment:
  - Outpatient treatment: Therapy, Group counseling
Bulimia Nervosa

- **Bulimia Nervosa**: A condition in which a person develops a cycle of “Binging” or overeating enormous amounts of food at one sitting and then using unhealthy methods to avoid weight gain.

- **Causes of Bulimia**:
  - **Biological**: Genetic, serotonin imbalance
  - **Psychological**: Issues with control, anxiety

- **Treatment Options**:
  - In patient/ Hospitalization
  - Serotonin regulatory drugs
  - Cognitive therapy
Do Now:
In your notebook, try and identify the feelings/emotions of the 6 people on the left. (Think ‘Inside Out’ for some inspiration)

Check Yourself
• 1) Happyness/Joy
• 2) Sadness
• 3) Disgust
• 4) Anger
• 5) Surprise
• 6) Fear
Video Questions: Emotions and the Brain

1) Our brain is designed to look for **two things**....What are they? What happens when one is detected?

2) What **hormone**s are released when our body feels threatened or stressed?

3) What happens when we experience something rewarding?

4) What’s the difference between our **“feeling brain”** and our **“thinking brain”**? How do they each impact or change our emotional behaviors?

5) How can we use this knowledge of our emotions to help us better control our emotional responses?
Chapter 8.7: The Three Elements of Emotion

What are the three elements of emotion?
Emotion: The “feeling” aspect of consciousness, characterized by a certain physical arousal, a certain behavior that reveals the emotion to the outside world, and an inner awareness of feelings.
The Physiology of Emotion

- Emotion causes an arousal of the sympathetic nervous system.

- **Areas of the brain associated with emotion:**
  - **Amygdala:** Fear/Fight or flight responses
  - **Frontal Lobes:** Positive emotions=left frontal lobe and Negative emotions=right frontal lobe
  - **Right Hemisphere:** facial expressions of emotion
The Behavior of Emotion: Emotional Expression

- Facial expressions, body movements and actions all help indicate a person’s emotional state.
- Darwin theorized that emotions were a product of evolution and therefore-universal and facial muscles evolved to elicit and communicate specific information to onlookers.

**Display Rules**: Learned ways of controlling displays of emotion in social settings.

- **Example**: In Japan (collectivistic) there are strict social rules about showing emotion in public places but the US is an individualistic society which encourages some emotional expression in public.
- **Example**: Females and males have different “rules” about emotions.
Subjective Experience: Labeling Emotion

- Interpreting and labelling emotions is also known as the "cognitive element" as memories help us to label emotions.
- The label a person applies to a subjective feeling is partly a learned response influenced by language and cultures.
- **Example**: Chinese Americans are more likely to use labels to describe their emotions that refer to bodily sensations (i.e. “dizzy”) or relationships (i.e. friendship). While Americans tend to use more directly emotional words (“liking” or “love”).
Paul Ekman, a leading psychologist in emotions, suggests humans everywhere can recognize seven basic emotions: sadness, fear, anger, disgust, contempt, happiness and surprise.

Display Rules: According to Ekman, the seven emotions are universal, but the display rules vary greatly, depending on the culture.

He defines display rules as the permissible ways of displaying emotions in a given society.
Today we are going to be using Ekman’s theory of emotion and illustrate our understanding of emotion by creating and explaining emojis. You will work in teams (2-4 people) to create an “Ekman Emoji Chart”, drawing/creating an emoji for six of Ekman’s seven basic emotions. For each emoji you create, you must do the following:

1) Label the emotion
2) Label 2-3 display features on the emoji that make the emoji unique from the other basic emotions (i.e. Anger=Furrowed Brow, Fear=Eyes wide, Lip corners pulled tight)

Be sure your emoji chart is neat and has a clear title.
Homework

- Vocab 8.6 & 8.7
- Article Review: Choose from 3 on my website
  - Summarize, Analyze, Apply
Homework

- Read and take notes: 8-10
- Zombie Game handout: Pgs 1 and 3 (We will do 2 after notes next class)
1) What are the 3 components that make up an emotion:

2) Describe/Draw the **James-Lange Theory of Emotion** and provide an example

3) Describe/Draw the **Cannon-Bard Theory of Emotion** and provide an example

4) Describe/Draw the **Schlater-Singer Theory of Emotion** and provide an example

5) Explain the Spillover Effect

6) Which of these Theories of emotion do you most agree with? Explain your answer.
1) Jamie got to school and opened his planner. When he opened it he realized he has a 5 page research paper due for AP Psychology today (and he hasn’t even started it). Describe/Explain how each component of emotion acts in this situation:

- **Physiological:**
- **Behavioral:**
- **Cognitive:**

2) Kelsey gets a text message from her boyfriend (who she hasn’t heard from in 3 days!). The message says “I’m sorry babe, I can’t do this anymore, I met someone else.” Describe/Explain how each component of emotion acts in this situation:

- **Physiological**
- **Behavioral**
- **Cognitive**
Watch the following video clip where little kids explain why we feel emotional. After the video reflect on the following:

1) Which was your favorite explanation for emotion? Why

2) Were any of these explanations close to the real, psychological explanations of why we have emotions? If so, which one(s) and why?
Chapter 8.8: Theories of Emotion

How do the James-Lange and Cannon-Bard theories of emotion differ?
The James-Lange Theory of Emotion

- **James Lange Theory**: An emotion-arousing stimulus in the environment triggers a physiological reaction and behavior.

- Our awareness of the physiological reaction leads to our experience of an emotion.

- James believed that emotion followed this sequence:
  1. We perceive a stimulus.
  2. Physiological and behavioral changes occur.
  3. We experience a particular emotion.
James-Lange Theory

1. Stimulus: Shadowy figure of a man in a parking lot at night

2. Physiological arousal and behavior changes

3. Subjective experience of emotion

1. I see a man by that parked car.
2. I am trembling and running away.
3. I am afraid!
James-Lange Theory
Sight of oncoming car (perception of stimulus)

James-Lange Theory

Pounding heart (arousal)
James-Lange Theory

Sight of oncoming car (perception of stimulus)

Pounding heart (arousal)

Fear (emotion)
2. Cannon-Bard Theory

Cannon-Bard Theory: An emotion-arousing stimulus simultaneously triggers both a physiological response (sympathetic nervous system) and the experience of an emotion (brain’s cerebral cortex).
Cannon-Bard Theory

1. Stimulus: Shadowy figure of a man in a parking lot at night

2. Simultaneous experience of:
   - Conscious emotion
   - Physiological arousal

1. I see a man by that parked car.
2. I am afraid and trembling!
Sight of oncoming car (perception of stimulus)

James-Lange Theory

Pounding heart (arousal)

Fear (emotion)

Cannon-Bard Theory
3. Two Factor Theory of Emotion

- Two Factor Theory of Emotion: Emotions involve two factors:
  - A physiological arousal
  - A cognitive label of the arousal
- Also called the Schachter-Singer Theory
Two Factor Theory

1. Stimulus: Shadowy figure of a man in a parking lot at night
2. Physiological arousal
   Plus
3. Cognitive label for arousal
4. Conscious emotion

1. I see a man by that parked car.
2. I am trembling.
3. My trembling is caused by fear.
4. I am afraid!
Sight of oncoming car (perception of stimulus)

James-Lange Theory
- Pounding heart (arousal)
  - Fear (emotion)

Cannon-Bard Theory
- Pounding heart (arousal)
  - Fear (emotion)

Schachter's Two-Factor Theory
Sight of oncoming car (perception of stimulus)

- James-Lange Theory
  - Pounding heart (arousal)
  - Fear (emotion)

- Cannon-Bard Theory
  - Pounding heart (arousal)
  - Fear (emotion)

- Schachter's Two-Factor Theory
  - Pounding heart (arousal)
  - Cognitive label “I'm afraid”
What are the key elements of the cognitive arousal theory, the facial feedback hypothesis and the cognitive mediational theory of emotion?
The Facial Feedback Hypothesis

- **Facial Feedback Hypothesis**: Theory of emotion that assumes that facial expressions provide feedback to the brain concerning the emotion being expressed, which in turn causes and intensifies the emotion.
Cognitive Mediational Theory

- **Cognitive Mediational Theory:** The theory of emotion in which a stimulus must be interpreted (appraised) by a person in order to result in a physical response and an emotional reaction.

  - Example: Encounter a snarling dog walking in a neighborhood. Dog behind fence=no threat, minimal physical arousal. Dog not confined=danger---severe physical arousal---emotional experience of fear

<table>
<thead>
<tr>
<th>Stimulus</th>
<th>First response</th>
<th>Second response</th>
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</thead>
<tbody>
<tr>
<td>Lazarus's Cognitive-mediational theory</td>
<td>Appraisal of threat</td>
<td>Bodily response</td>
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FEAR
Practice: Emotion Comic Strips

- **Directions:** Create a comic strip based on the three theories of emotions with captions and color.

- **Task:** Illustrate three of the theories of emotions discussed in the chapter (Cannon-Bard, James Lange, Schacter-Singer Theories, Facial Feedback or Cognitive Mediationals). Illustrations should be made in comic strip form. You should use five or more segments to explain your comic strip (5 boxes per theory). Be sure to be creative and have fun. You can use characters that already exist or you can create your own.

- You may work in pairs, but no groups larger than 2.
Homework

- Finish Comic strip if not completed in class
- Zombie Game Preparation Worksheet (must bring to class COMPLETED)
- Motivation Playlist due February 20th (B) and February 23rd (A)
- Work on Study Guide (ONLINE)
<table>
<thead>
<tr>
<th>Theory</th>
<th>Event</th>
<th>1&lt;sup&gt;st&lt;/sup&gt; Response</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; Response</th>
<th>3&lt;sup&gt;rd&lt;/sup&gt; Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common Sense</td>
<td>Stimulus (Dog Barking)</td>
<td>Subjective Experience (Fear)</td>
<td>Physiological Experience (increased HR)</td>
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<tr>
<td>James-Lange Theory</td>
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<tr>
<td>Cannon-Bard Theory</td>
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<td>Schacter-Singer (2f) Theory</td>
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<tr>
<td>Facial Feedback Hypothesis</td>
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<td>Cognitive-Mediational Theory</td>
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ZOMBIE INVASION!!!

- As of February 15th, 2018: The Zombie Apocalypse is here. They have taken over much of the world and the crux of survival is the few students left at Metro High School.

- The zombies have taken all of the food and medical supplies hostage, the hope of humanity lies on your shoulders. You must enter the contamination zone and retrieve food and medical supplies to save humanity! If you do get attacked by a zombie, however, you must join their forces in an attempt to destroy humanity as we know it.
Reflection: Zombie Apocalypse

- For this Second Part of the Zombie Apocalypse we will split into 5 groups.
- Each group will connect the experience of a Zombie Apocalypse to a theme from Unit 7 or 8 and complete a task that they will share with the class on Tuesday (B) or Friday (A) as part of our Unit Review.
- You are expected to read the documents provided, each person is to fill out a reflection worksheet (in the folder) and then your groups will work together to complete the task provided. Tasks vary based on the group (make a poster, perform a skit etc...). If you want to change your task, you need to come up with an alternative and present it to Mrs. Eplin.
- Whatever is not completed today is expected to be completed BEFORE next class, so use your time effectively.
Homework

- Complete Zombie Reflection Task (Should be prepared to present next class)
- Work on Study Guide
- Vocab due February 20th (B) or 23rd (A)
- Motivation Playlist due February 20th (B) or 23rd (A)
- Unit 7 & 8 Test & NB Check: February 22nd (B) or February 26th (A)