Unit 2: Who Am I?

*Student Notes Booklet*

Ms. Thibeault’s Period 1 Psych 20 Class

NAME:

* **Biological Influences on Thoughts, Feelings, and Behaviour**
* Everything we do, from blinking reflexively to falling madly in love, has a biological basis.
* Task

Complete “How Do We Receive and Process Info”

You may need to use your phone or a dictionary to look up some of the words.

* **Four Aspects of Being**
1. Physical
2. Emotional
3. Social
4. Mental
* **Physical Aspect of Being**

Definition:

* Genetic, nutritional, and health factors
* Motor skills
* Social and cultural factors
* Duration of breast feeding, education, attitudes about ideal body shape, etc.

Sensory System

* Sensation
* Translating outside into activity in the nervous system (receiving information)

Five Senses:

HOW DO WE RECEIVE, PROCESS AND ACT UPON INFORMATION FROM OUR WORLD?

Fill in the blanks with the word on the back of the page.

**1) How do we receive information from the world?**

- by detecting forms of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

- primarily we depend on vision, hearing and skin senses to gain information

- eyes – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 - ears – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

- skin – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

- the senses detect stimuli, encode them into neural activity and transfer the coded info to the brain

**2) How do we process information from the world?**

- Structural components of the brain:

 - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ – responsible for intelligence and reasoning

 - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ – maintains balance and posture

 – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ – maintains involuntary functions like respiration

 - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ – relay centre for electrical impulses to & from the brain

**3) How are traits and characteristics passed from generation to generation?**

- Humans – have 23 pairs of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

- each pair has one chromosome from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ & one from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

- 22 of the pairs are the same in males & females – called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 - 23rd pair contains the sex chromosomes – called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**4) What are the socio – cultural influences on our physical development?**

- systems of support for physical development:

 - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (ex. influences nutrition)

 - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (ex. influence body image)

 - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (ex. gym class, extra curricular sports)

 - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (ex. hockey rinks)

 - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (ex. healthcare, seminars teen moms)

 - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (ex. underdeveloped nations, ghettos)

 - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (ex. perspectives on amateur sport)

 - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (ex. competitiveness, individuality)

**WORD BANK**

|  |  |  |
| --- | --- | --- |
| cerebrum | X and Y chromosomes | energy |
| social programs | economic status of family | father |
| peer groups | cerebellum | economic climate |
| autosomes | light energy | chromosomes |
| mother | schools | communities |
| energy of heat & pressure | thalamus | sound energy |
| political climate | cultural values | medulla |

**Perception**

* Uses information from your and from your to create meaning

Extra Sensory Perception

* T
* Transfer thought from one person to another
* C
* Ability to recognize objects or events that are not present to normal sensory receptors
* P
* Unexplained knowledge about future events
* P
* Ability to move objects by using one’s mental powers

Is ESP Real?

* Experimental support for the existence of ESP is
* Mental powers cannot be verified by experimental manipulations
* Answer: unknown

**Endocrine System**

* A bunch of glands that produce .
* Hypothalamus
* Pituitary Gland
* Master gland
* Controls other endocrine glands
* Controls activity of the gonads
* Regulates timing and amount of body growth
* Stimulates milk production in females
* Regulates excretion of water
* Thyroid
* Regulates the rate of
* Controls growth
* Parathyroid
* Regulates levels of calcium and phosphate that play a crucial role in the functioning of the nervous system
* Adrenal Gland
* Produces epinephrine (important in )
* Epinephrine = AKA
* Produces hormones that promote the release of sugar stored in the liver
* Pineal Gland
* Secretes melatonin (hormone that helps you feel )
* Reduces activity, increases fatigue
* Reproductive Glands
* Produce hormones responsible for features/changes that appear during puberty in males and females
* Regulates aspects of pregnancy (women) and sperm production and sex drive (men)
* Pancreas
* Produces hormones such as that regulate
* Hormones
* Adjust amount of , , and in your tissues and blood
* Produce changes (ex. growth) and changes (ex. Menstrual cycle)
* Trigger responses in the body during , , or danger
* Involved in (angry, fear, joy, despair)
* “chemical messengers” – move through bloodstream

TASK

Complete the Hormones Assignment.

Task

Complete the Endocrine System Webquest.

Hormones

**Hormones found in a Man:**

Androgens, also called steroid hormones, flow from the testes and are known to influence male patterns of behavior. They are also required for the fetus to develop male sex organs (the penis and scrotum). Known as the initial anabolic steroid, the Androgens have been linked to human aggression.

Follicle-stimulating hormones flow from the pituitary glands and cause the part of the testis that produces sperm to grow. These tubules are what make up the majority of the testes. Follicle-stimulating hormones also promote meiosis to occur in the testicles (meiosis being the process that makes sperm).

Luteinizing hormone also flows from the pituitary gland causing the growth of the endocrine tissue found within the testes. It is the endocrine tissue that produces testosterone, the most common hormone found in a male.

Testosterone has an influence on most of the parts found in the male body. This one hormone is responsible for the majority of male characteristics and behaviors. It maintains sperm production and is responsible for rapid growth of bones during puberty. It also causes hair and muscle growth that makes men physically different than women.

Male hormones decrease in production during the aging process in an event sometimes called male menopause, but there isn't clear evidence why this happens. Some guess that it has to do with an increase in body fat which contains the enzyme aromatase. This enzyme has been indirectly linked with a decrease in male hormones in the body. Too little testosterone may cause a decrease in sexual interest as well as erectile dysfunction. Male hormone levels can be tested to find out if they have decreased in effectiveness and hormone replacement therapy is possible for those who are affected by the problem.

Scientists are using male hormones, particularly testosterone, to create a male birth control pill. The goal of the test pills is to control the output of sperm using different concentrations of testosterone in combination with various ingredients. The most successful pills are a combination of testosterone and progestin, a female birth control pill ingredient that is not usually found in a male. Scientists believe that if the male birth control pill is perfected, it could be as effective as vasectomy without the permanence.

**Hormones found in a Woman:**

There are two hormones that are mainly associated with females: estrogen and progesterone.

Estrogen, progesterone, and the traditionally male hormone testosterone, are produced in the ovaries. These three hormones work along with follicle-stimulating hormone and luteinizing hormone. Each of these hormones has a specific task and they need to work together in order for a woman’s reproductive system to function properly.

The follicle-stimulating hormone and luteinizing hormone stimulate the ovaries to produce estrogen.

Estrogen is produced in the ovaries and is the best known of the female hormones. It is responsible for forming the female shape including such factors as limiting muscle mass and height, as well as and formation of the breasts. Estrogen has a precarious link to breast cancer. While estrogen is necessary for normal female sexual function, it has been shown to increase the risk of certain types of breast cancer, since it stimulates the growth of breast tissue. Some studies suggest that the suppression of estrogen can be successful in slowing the growth of these types of cancer.

Estrogen and progesterone are responsible for most of the functions associated with the female sex. The levels of these hormones rise and fall with ovulation, menstruation and pregnancy. These increases and decreases can cause some mood changes, including the event known as premenstrual syndrome (PMS).

Progesterone stimulates the lining of the uterus in the last half of a woman’s menstrual cycle so it is prepared for conception. It also seems to protect the fetus during growth, and keeps the mother's immune system from rejecting the fetus (so it is not recognized by the body as a foreign object that needs to be expelled). Women who have had repeated late miscarriages sometimes require progesterone therapy to be able to carry a baby to term. The levels of progesterone drop right before labor, allowing for the contraction of the uterine muscle and the start of lactation (production of milk).

Testosterone is usually associated only with males, but plays an important function in females as well. This hormone influences a woman’s sexual drive. Most women have their highest level of testosterone in their 20s. Studies have shown that, in small doses, testosterone therapy can help women with a failing sex drive, particularly following menopause. Too much testosterone can reshape the female body and produce other negative effects, such as unwanted hair growth.

Questions on Hormones:

1. Looking at the information above, list those hormones that are common to both men and women?
2. Why do you think testosterone levels are usually highest in a woman when they are in their 20s?
3. Some women need a shot of progesterone when they reach the later stages of pregnancy, what does the woman’s body do if she needs the shot but has not taken it?
4. What problem may occur if a woman’s body produces too much estrogen?
5. Why do you think a male may wish to take a birth control pill rather than undergo a vasectomy (think of two separate reasons)?
6. Why do people taking illegal steroids lose their temper so easily? What causes this?
7. If a male took estrogen injections, what changes do you think would happen to his body?
8. If a woman received testosterone injections, what changes do you think would happen to her body?
9. Answer the following questions about PMS:
	1. What does the acronym PMS stand for?
	2. What affect can PMS have on a woman?
	3. What causes PMS?

**ENDOCRINE SYSTEM WEBQUEST**

**Background:**

The endocrine system is a complex network of glands, hormones and receptors. It provides the key communication and control link between the nervous system and bodily functions such as reproduction, immunity, metabolism and behavior.

In nearly all complex multicellular animals, there are two main systems controlling and coordinating the processes within the body:

* The nervous system, which exerts rapid point-to-point control by means of electrical signals passing down the nerves to particular organs or tissues.
* The endocrine system, which is a slower system based on chemical messengers, the hormones, which are secreted into the blood (or other extracellular fluids) and can reach all parts of the body.

The nervous system works in tandem with the endocrine system to control all bodily functions and processes.

**Your mission:** Become familiar with the endocrine system, how it relates to the nervous system and the result of this interaction on the body.

PART 1: The Glands and their Associated Hormones

Link: <http://www.abpischools.org.uk/page/modules/hormones/index.cfm>

1. **Label the following 8 Endocrine glands**



1. **Now complete this table of all the hormones and their functions**

|  |  |
| --- | --- |
| *Hormone*  | *Function* |
|  |  |
|  |  |
|  |  |
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|  |  |

1. **Test Yourself:** Study the chart above. Then try not to look at it and go to Drag and Drop Matching and complete the tutorial for the Endocrine System to test your memory!

Link: <http://www.zerobio.com/drag_oa/endo.htm>

PART 2: The Impact of Stress

1. Use the information in the link below to answer the following questions:

Link: <http://www.wisc-online.com/objects/index_tj.asp?objID=AP13804>

* 1. What main gland is involved with the stress response?
	2. What part of the nervous system does the hypothalamus interact with?
	3. Explain the physiological changes that occur when the hypothalamus stimulates the sympathetic nervous system. You can make a flowchart or a simple step process. Be sure to include ALL **chemicals/hormones secreted**, **glands** involved and the **functions** of each chemical/hormone.
	4. Why is physical exercise often suggested if you experience an abundance of stress?

PART 3: The Role of Endocrinologist

Each of the scenarios below presents a different medical situation. With your knowledge of the

endocrine system, identify the root cause of the medical condition.

1. A 15 year old boy who still displays all the physical characteristics of boys 4-5 years younger than him and has not begun to show any developmental changes indicating he is entering manhood.

*Hormone(s):*

*Gland where produced:*

1. Parents of a 5 year old girl are told by doctors that the reasons for the girl’s chronic illnesses are a weak immune system and low T-lymphocyte count.

*Hormone(s):*

*Gland where produced:*

1. A recently divorced middle-aged man who has also changed jobs and works long hours because he is stressed about receiving a promotion goes to the doctor because he has been gaining a lot of weight, especially in his abdominal region. The doctor notices that his face looks swollen and his blood-sugar levels are low. The doctor advises him to do some activities that will reduce stress and raise his metabolism in order to lose weight.

*Hormone(s):*

*Gland where produced:*

1. A patient comes into the ER complaining of a dizzy feeling. Doctors notice the patient has extremely low blood-sugar levels. Further testing reveals that the patient has a hypersecretion of \_\_\_ which is causing the problem so they prescribe and administer doses of the hormone \_\_\_ to counteract the body’s hypersecretion.

*Hormone(s):*

*Gland where produced:*

1. A woman in her mid-20’s has been having trouble falling asleep. Tests reveal that she has low levels of the hormone \_\_\_.

*Hormone(s):*

*Gland where produced:*

1. A woman brings her child into the doctor to determine the cause of the child’s small stature and extremely slow growth rate. There is no hereditary history of dwarfism in the family.

*Hormone(s):*

*Gland where produced:*

**Emotional Aspect of Being**

* Development of , , and social skills.
* Influenced by family, friends, the community, the culture, and society
* Personal values, gender roles, family structure
* Biology of an Emotional Response
* Behavioural
*
* Autonomic
* Hormonal
* Example
	+ You hear your burglar alarm go off in the middle of the night.
		- Behavioural
		- Autonomic
		- Hormonal
* **Motivation**
	+ Factors that influence initiation, direction, intensity, and persistence of behaviour
* 3 Aspects of Motivation
* Drives
* Learned Motives
* Needs
* Maslow’s Hierarchy of Needs

DRAW IT HERE 🡪

* Sources of Motivation
* **Emotion**
* A temporary experience with or qualities
* Generated by mental assessment of a situation
* Accompanied by learned and innate physical responses
* Primary Emotions
* Anger
* Disgust
* Sadness
* Surprise
* Fear
* Acceptance
* Joy
* Anticipation
* Emotions Vs. Feelings
* Emotions are:
* More momentary
* Intense
* Behavioural disorganization
* Survival strategies
* Non-habitual
* Reactive to certain situations
* Innate or Learned?
* Some facial expressions are (study a baby)
* Emotional Culture
* The learned rules of emotional expression appropriate to a culture
* The same emotion may have two different facial expressions in two different cultures
* Other people’s emotional expressions someone as to what to do or what not to do.
* **Attitudes**

Definition:

* Based on experiences
* Shape future behaviour
* Types of Attitudes
* C
* Beliefs about rewards/punishments
* Pros and cons
* Head over heart
* A
* Feelings
* Heart over head
* B
* Based on perception
* How you feel is based on performance or activity
* Purpose of Attitudes
* U
* Lead to greater reward and fewer costs
* S
* Gain approval/acceptance
* K
* Helps us make sense of the world
* E
* Protect people from becoming aware of harsh uncomfortable truths about themselves and the world
* V
* Demonstrates our uniqueness
* Attitude Change
* Attitudes change through .
* Friendly persuasion
* Coercive persuasion
* Suppress an individual’s ability to reason (ex. )
* Under emotional/physical duress
* Problems reduced to one simple explanation
* Leader offers unconditional love/acceptance
* New “group” identity
* Subject to entrapment
* Access to information is controlled
* Key Factors in Attitude Change
* Communicator is and
* Convincing, argument
* Use effective type of
* Audience influence
* The easiest audience to influence are
* **Social Perception**
* Guessing other people’s and from observing their behaviour and its cause.
* People come to know and evaluate one another
* Social Perception Formation
* Quick, effortless judgements based on

OR

* Careful observations of
* First Impressions
* People tend to the role of personal factors (forget about situational factors)
* Self-fulfilling prophesy
* Our first impression shapes the way we treat someone
* This influences their behaviour (they behave according to your expectations)
* **Stereotypes**
* Definition:
* Prejudice
* A negative evaluation of
* Based on stereotypes
* Based on a small sample of experience OR no direct experience

Task

Watch “Borrow a Stereotype.”

Complete the Living Library assignment after watching the video.

Living Library Assignment

Watch CBC’s *Borrow a Stereotype*. Then, answer the following questions.

1. How does the loan time with someone help change attitudes?
2. Choose one stereotype you would like to spend time with. We all have them, so don’t feel uncomfortable. I won’t share your assignment with anyone. I pinky swear.
	1. Before your visit, what are three beliefs you have about this group?
	2. What experiences/information formed your beliefs?
	3. What are THREE questions you have for your stereotype?
	4. Do you think spending time with someone from your stereotype would change your attitude toward this group? Why or why not?

**Mental Aspect of Being**

* All mental processes that are used to obtain knowledge or become aware of the environment
* Perception
* Imagination
* Judgement
* Memory
* Language
* Processes used to think, decide, and learn

CORE FUNCTIONS OF THOUGHT

 1)

 2)

 3)

 4)

 5)

MENTAL REPRESENTATIONS

* cognitive maps ( )
* concept schema ( )
* scripts ( )

SOCIAL COGNITION

OTHERS’ BEHAVIOUR

* People have a limited to process about the social world and will take (such as ) in order to the load.
* We develop that represent our about ourselves, others, and our within the social world.  These , once formed, our about ourselves and others.
* Schemas become more and over time, and also harder to .

MENTAL SHORTCUTS

People use mental short cuts to make sense of the world.

* Representativeness
* Availability
* False consensus effect
* Framing

**LEARNING**Learning:

BIOLOGICAL BASIS FOR LEARNING

The set of an organism inherits at birth determines how much the organism may be .

GENDER DIFFERENCES IN LEARNING

*
*

HOW TO IMPROVE YOUR ABILITY TO LEARN

* :  translating concepts into one’s own language and relating
 new ideas to old ones
* :  staying on task
* :  developing skills that allow concept formation in an
 orderly manner.
* :  routine times for studying.
* :  focus anxiety on getting a task done not paralyzed/inactive
* (rather than failure)
* :  acquiring the skills necessary to take notes
* :  developing good cooperative learning styles

 **MEMORY**

MEMORY’s ROLE

* Assumptions and schema influence the memory that is .
* A memory of a person will include things that the person has , and more memories of “ ”.
* Our memory of can be influenced by our or “ ” about what should have happened

STORAGE (Handout p. 247, *Psychology*)

* Encoding
* Storage
* Retrieval
* Duration
* Forgetting

STAGES OF MEMORY (Handout p. 247, *Psychology*)

* Sensory Memory
* Short-Term Storage
* Long-Term Memory

RETRIEVAL (Handout p. 249, *Psychology*)

* Recall
* Recognition
* Relearning

THE MEMORY CYCLE

* Handout (Handout p. 253, *Psychology*)

FACILITATING RETRIEVAL (Handout p. 251, *Psychology*)

* Primacy Effect
* Recency Effect
* Imagery
* Flash-Bulb Memory

IMPROVING MY MEMORY

* Remembering lists of items:
	+ use mnemonics
	+ look for meaningful acronyms
	+ Try the associating items to be remembered with familiar places such as your home.
* Remembering textbook material:
	+ follow the SQ3R system (survey, question, read, recite, review),
	+ allocate your time to allow for distributed practice
	+ Read actively not passively.
* Taking lecture notes:
	+ record all the main points, think about the overall organization of the material
* Studying for exams:
	+ Write a detailed outline of your notes, rather than passively reading them

INTELLIGENCE

* The overall of the individual to act , to think rationally, and to deal with the .

TYPES OF INTELLIGENCE

1. *linguistic intelligence*
2. *logical-mathematical intelligence*
3. *spatial intelligence*
4. *musical intelligence*
5. *body-kinaesthetic intelligence*
6. *personal intelligence*

Intelligence is (culturally, biologically) based.

Task

Take the multiple intelligences test.

Use your results to complete the MIT Assignment.

* Remember: “It’s not how smart are you; it’s how are you smart?”

Multiple Intelligences Test Assignment [13]

Take the test. <http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks3/ict/multiple_int/questions/choose_lang.cfm>

*Answer the following questions. You may need to do some research on the intelligence types to answer some questions fully.*

* What is your most dominant intelligence? Explain what it is. [2]
* Did this surprise you? Why or why not? [2]
* What is your least dominant intelligence? Explain what it is. [2]
* Did this surprise you? Why or why not? [2]
* What types of learning activities and study techniques will work well for you? They should fit in with your top two or three intelligence types. List at least five strategies. [5]

**Spiritual Aspect of Being**

SPIRITUALITY

* Experiences that appeal to the and our connection to God or outside ourselves
* Try to supply to our lives
* Also try to understand the at the core of our
* Fuels our to express ourselves in , music, , poetry, , sculpture and other art forms
* To a person, spirituality is central to the way of Being

WORLD VIEW

* Description of reality providing “natural and believable” knowledge which is generally accepted by the members of a cultural group
* Meets needs, creates order, and provides a basis for predictions.
* A worldview includes
	+

VALUES

* Guiding principles in our lives

*How are beliefs, values and attitudes related?*

CREDO

* A statement of personal beliefs and values

TASK

Create your credo

This can take the form of a statement (2-3 paragraphs), a short vlog (2-3 minutes), or an artistic expression (with a 1 paragraph write up).

MORALS AND ETHICS

*Morality and ethical decision making is influenced by a variety of factors.*

Task

Complete the “Me, Myself, and I” Mini-Project.

Me, Myself, and I

Create a project all about yourself. What format you chose is up to you. You must include the following:

1. Use *My Medicine Wheel* as a conceptual organizer to write a reflection about yourself and the four aspects of your Being.
2. Research the origin and meaning of your first name.
3. Discuss the ways the original meaning of your name is reflected in your personality.
4. Find two quotations or phrases that describe part of your belief system.
5. Create/construct/compose/find a symbol that represents you. Explain why you chose it.

**Evaluation Structure**

Criteria Mark

Physical Characteristics 1 2 3 4 5

Mental Characteristics 1 2 3 4 5

Spiritual Characteristics 1 2 3 4 5

Emotional Characteristics 1 2 3 4

Origin/Meaning of Name 1 2 3

Two Quotes or Phrases 1 2 3 4

Symbol of You 1 2 3

Presentation 1 2 3 4 5 6 7 8 9 10

**Personality**

PERSONALITY

* The consistent patterns of thinking, feeling and behaving that make you different from and, in some ways, similar to others

PERSONALITY DEVELOPMENT

*1) ……………………………………………………….*:  Freud proposed that people may not know why they think, feel or act the way they do because they are partly controlled by the unconscious portion of the personality

*Three main assumptions:*

1. Personality traits remain relatively stable and therefore predictable over time.
2. Personality traits remain relatively stable across diverse situations. They can explain why people act in predictable ways in many different settings.
3. No two people are exactly alike on all traits.

*2) ……………………………………………………* defines personality as the sum total of the behaviours and cognitive habits that develop as people learn through experience in the social world.

*3) …………………………………………………..* maintains that the primary human motivator is an innate drive toward personal growth that prompts people to fulfil their unique and natural potential each individual perceives reality somewhat differently.

BIOLOGICAL BASIS FOR PERSONALITY

Every individual is born with a , based set of psychological , or .  These tendencies, which together are called , affect and shape virtually every aspect of the person’s developing personality.

* Personality Disorders
* Group of psychiatric conditions
* Chronic behaviours, emotions, and thoughts are very different from a culture’s expectations
* Cause serious problems with relationships and work
* Causes of Personality disorders
* The cause if PDs are unknown
* Genetic and environmental factors play a role
* Categories/types
* Antisocial personality disorder
* Avoidant personality disorder
* Borderline personality disorder
* Dependent personality disorder
* Histrionic personality disorder
* Narcissistic personality disorder
* Obsessive-Compulsive personality disorder
* Paranoid personality disorder
* Schizoid personality disorder
* Schizotypal personality disorder
* Symptoms
* Vary widely depending on the disorder
* Involve feelings, thoughts, and behaviours that do not adopt to wide range of settings
* Patterns usually begin in adolescence
* May lead to problems in social and work settings
* Severity ranges from mild to severe
* Signs and tests
* Diagnosed based on psychological evaluation and history and severity of symptoms
* treatment
* At first, people with these disorders do not seek treatment on their own
* Tend to seek help once behaviour has cause severe problems or when diagnosed with a mood or substance abuse disorder
* Talk therapy can help many people
* Medications, in some cases, can be a useful addition to therapy
* Prognosis
* The outlook varies
* Some go away without any treatment during middle age
* Some only show improvement slowly throughout life with treatment
* Complications
* Problems with relationships
* Problems with career
* Other psychiatric disorders

Task

Get into 8 groups.

Read your info handout about your assigned disorder (see extra handout).

Create an infographic to present to the class.

* Infographic tips (from easl.ly)
* **1. Focused data:**
	+ Use relevant data
	+ Use reputable sources
	+ Fact-check - *if the data you’re working with is untrustworthy, than your infographic will be too,” – Tiffany Farrant-Gonzalez*
	+ Only use data relevant to your infographic’s message – *A great infographic allows the viewer to grasp the implications of big data. via @Stevology*
	+ Credit your sources.
* **2. Clear design:***(Great infographics) in one word: clarity. via @AdamSinger*
	+ Limit your colour palette
	+ Use simple graphics that that tie to your data
	+ Use data visualizations that most clearly illustrates the data (only 53% of infographics use data visualizations) (x)
	+ Convey the message at a glance *- take a lot of data, or a number of concepts, and boil it down to one image.” via @mvolpe*
	+ Establish a connection between sections (good infographics utilize the hierarchy of information)
	+ Make sure the graphics and numbers match
* **3. Shareable story:**
	+ Answer an interesting question to grab audiences *- A good infographic starts with a good ‘why’ question. via @ConversationAge*
	+ Use rational data to elicit an emotional response (infographics attract almost 450% more “actions” than typical posts) (x)
	+ Graphics should tell the story – *A great infographic tells a meaningful story in an instant. via @Jowyang*
	+ Use as little text (as possible) in a clear font *- If your infographic is supplemented with 1,000 words, you’ve missed the mark. via @mikemacfarland*

**Summative Project**

Complete the Persuasion Project.

* + You have 5 class periods to work on it.
	+ You will present on .

**Unit 2 Exam**

* + Review day is .
	+ Exam is .