**Lesson Plan – Major Theories of Emotions**

**Course:** Introduction to Psychology

**Lesson Topic:** Major Theories of Emotion

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**Pre-class assigned reading:**

[Author name redacted] (2015). *Introduction to Psychology.* Minneapolis, MN:University of Minnesota Libraries Publishing.

Chapter 10.1 The Experience of Emotion

The textbook can be accessed for free at<https://open.lib.umn.edu/intropsyc/>.

**Broad learning objectives from the course syllabus:**

* Articulate the major vocabulary, constructs, theories, and research methods associated with psychology
* Apply psychological theories, principles, and concepts relevant to the course to real world situations (e.g. personal, interpersonal, community, and workplace situations)

**Specific lesson learning goals:**

* Identify and describe basic components of the James-Lange, Canon-Bard, and Two-Factor theories of emotion including the terms: stimulus, physiological response, interpretation, and experience of emotion
* Collaboratively collect, aggregate and interpret data relating to emotional responses
* Provide examples of the ways that emotion is communicated

**Lesson Structure (75 minutes):**

* *5 minutes:* Introduction
	+ Instructor provides overview of lesson by writing lesson agenda on a board or presenting it on a PowerPoint slide
* *5 minutes:* Mini Quiz
	+ Students will participate in a short, 5 question multiple choice quiz via PollEverywhere.com to assess understanding of assigned readings. PollEverywhere.com is a helpful platform that increases student engagement, especially in large classes in lecture halls such as Introduction to Psychology
	+ Note that the quiz should cover the three main theories of emotion included in the assigned reading:
		- The James-Lange Theory
		- The Canon-Bard Theory
		- The Two-Factor Theory
* *5 minutes:* Quiz Review
	+ Instructor will review correct answers to the quiz and clarify any misunderstanding
* *13-15 minutes:* Think-Write-Pair-Share
	+ *3-5 minutes:* Students complete first Minute Paper on emotion theory.
		- Prompt: Of the three theories of emotion that the chapter discussed, which do you think is the most convincing? Explain your reasoning.
	+ *10 minutes:* Students will pair-share their responses to the minute paper
		- *3-5 minutes:* Pair
		- *5 minutes:* Share
* *20 minutes:* James-Lange Theory of Emotion Mini-lesson
	+ \*Note: PowerPoint with detailed materials attached below. The following is a brief overview of the mini-lesson components
		- Divide the class into two groups (Ones and Twos)
		- Tell the Ones to place a pen between their teeth and Twos to place a pen between their lips in a pout
		- Tell all students to rate the funniness of the following three comics on
		a scale of 1-5 (higher = funnier). Make sure they write down their rating.
		- Have students submit their ratings via Google forms
		- Display results using bar charts showing the means for each group
		- Ask the class 1) What do you notice about the results? Do any patterns emerge? 2) Why do you think certain patterns emerged? Does anybody have a hypothesis/theory that might explain these patterns?
		- Show students “expected” data from experiment and ask them to compare with the class’s own data. Then ask students which of the 3 theories the original data (and maybe the class data) seem to support
		- Explain how James-Lange Theory of Emotion accounted for results. If results are unexpected, have a brief discussion about why experiments don’t always work out the way we expect.
			* Note that the study has not been well-replicated, so this will likely open dialogue about replication. See this article for more information: <https://digest.bps.org.uk/2016/09/01/no-reason-to-smile-another-modern-psychology-classic-has-failed-to-replicate/>
* *13-15 minutes:* Think-Write-Pair-Share
	+ *3-5 minutes:* Students complete second Minute Paper on emotion theory.
		- Prompt: Choose one of the three theories of emotion that we have discussed. Provide an example of a situation in which a person might experience arousal and emotion consistent with that theory.
	+ *10 minutes:* Students will pair-share their responses to the minute paper
		- *3-5 minutes:* Pair
		- *5 minutes:* Share
* *10 minutes:* Wrap-up activity and assessment of LOs
	+ *5 minutes:* Students are asked in an open-ended manner if the mini-lesson and/or class discussions have impacted the way they view emotional processing
		- Sample question: Are you more or less convinced by the James-Lange Theory of Emotion? Why?
	+ *5 minutes:* Students will participate in a short, 5 question multiple choice quiz via PollEverywhere.com to assess understanding of lesson content. The questions should resemble the ones asked at the beginning of class but be slightly modified to ensure learning objectives were met.

**Materials Needed:**

* Lesson Powerpoint with appropriate components (e.g., mini-lesson, minute paper prompts, etc.)
	+ Mini-lesson PowerPoint can be accessed in one of two places:
		- Mini-lesson attachment in this lesson plan’s post
		- <https://futuresinitiative.org/teachingpsychology/2018/05/16/james-lange-theory-of-emotion/>
* PollEverywhere.com access with poll created before class