

Donna Paoletti
Psychology
Unit: Personality
Topic: Psychoanalysis and unconscious behavior

Indicator:

Objectives: Upon completion of this lesson students will be able to:

1. Identify Freudian Slips
2. Identify and describe nonverbal behaviors observed in people who lie in order to better uncover hidden meanings.
3. Explain how nonverbal communication affects our perceptions of other people.

Drill: What do you think this quote means? "The eyes are the window to the soul" and, "No mere mortal can keep a secret. If the lips are silent, he chatters with his fingertips. Betrayal oozes from every pore." (Both by Freud)

Motivation: Ask for responses. List some of them on the board.

-No one can really keep a secret

1. Do you agree? Why/why not?
2. If you don't speak, how can you give secrets away?
-Nonverbal communication; body language, tone of voice, eyes, etc.
3. Relay to the class the example of when a student wanted his hat back and I backed up toward the file cabinet where it was. The student could have figured out where it was if instead of listening to my words, he watched my body language and my eyes.

Development: Let's see how we can get a glimpse of people's unconscious thoughts and desires through some demonstrations.

Demo #1: "Liar Liar"

1. Break students into groups of 3
2. Assign a topic such as "My most embarrassing moment", or "The best news I ever received."
3. In each group students are to share with each other a story relating to the topic. After they have shared, one member of the group will decide to lie.
4. After 5-10 minutes, call the class back together. Students will take turns in their groups standing up and sharing their stories.

5. After each group of three have told their stories, the class will vote on whom they think in the liar.

6. Ask why or why not; what behaviors did they exhibit, etc. List these on the board. Keep a running list. some of these may include:

gestures, eye contact (less or more), filled pauses, speed of story, fidgeting, etc.

Demo #2: "I want to hold your hand."

1. Choose 5 students and have them leave the room.

2. Assign the following five roles to other students:

A. Family doctor shaking the hand of a long-time patient

B. Politician shaking the hand of a stranger who may vote for you.

C. Nurse, returning from operating room to tell someone bad news.

D. Father, shaking the hand of a child who just graduated

E. Teacher shaking the hand of a student you must fail.

3. Have volunteers return one at a time and shake hands with each of the five role-players.

4. After each volunteer ask questions such as:

1. Which person new you the best? /Least?

2. Who was insincere?

3. Who had bad news?

4. Who has known you the longest?

Ask why or how they can tell.

5. After all volunteers have gone, reveal the roleplayers.

6. Ask if there were any surprises and reactions in general.

Summary:

1. What have we learned today about nonverbal communication?

2. How can you tell when someone is lying?

3. What are some signs that someone is being insincere?

4. What is more important, body language or actual words chosen?

Assessment/Application:

Students will answer a summary question on the worksheet they used to take notes for this lesson:

Describe a time in your life when you knew someone was not being up front with you. How did you feel at the time? Why did you think they were not being honest? What were specific behaviors they exhibited? How are they similar to what we observed and discussed today?