VCE Psychology Unit 2

The Mind and Body Gallery at Melbourne Museum

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On-site Student Worksheets  PDF  243 KB

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Teacher notes

This student program is based on displays in *The Mind: Enter the Labyrinth* and *The Human Body* exhibitions, and it is designed specifically to support the VCE Unit 2 Psychology Course. The activities were designed with the assistance of VCE Psychology teachers as investigations to allow students to explore and extend their understanding of various concepts in the Psychology course. Activities based on a range of topics are provided for use at the museum and at school, to allow teachers to choose those most relevant to their students’ needs. During their time in the exhibitions, students may be expected to complete all or most of the Onsite student activities provided (further information page 8). The worksheets may be edited by teachers to suit their students’ needs.

Preparing for your visit

Research suggests that school students will learn more in a museum if:

- pre-visit preparation is carried out, ie pre-visit lessons and student orientation;
- some student choice in their learning experiences is taken into account;
- students work in co-operative small groups during an excursion;
- the excursion experience is integrated back at school, utilizing post-visit activities and/or students share their findings in a report or presentation;
- supervising teachers are familiar with the museum site and exhibitions.


All school groups visiting Melbourne Museum must book in advance to ensure access to exhibitions and education activities: telephone 1300 130 152 weekdays 8:30am-5:00pm.
The exhibitions

_The Mind: Enter the Labyrinth_ is an exhibition based on sensory and exploratory experiences – addressing the science of the mind while also taking a historical perspective on mental health, bringing together psychology, psychiatry and neuroscience. The On-site Student Worksheets cover the exhibits that are most relevant to VCE Psychology Unit 2. For details of the topics covered by the worksheets, see page 8 below.

Please note that this exhibition includes many objects, stories, immersive experiences and interactive exhibits that, although not directly relevant to VCE Psychology Unit 2, are relevant to psychology in general and may be of great interest to your students. Please encourage your students to examine these between their assigned Onsite activities or in any ‘free’ time.

The exhibition items include:

**Stories**
- Defining the mind
- What is normal behaviour?
- Plasticity and nerve regeneration
- Emotions and survival
- How do mind-altering drugs work?
- When emotions malfunction – depression, bipolar disorder
- Past treatments – John Cade and lithium, electro-convulsive therapy (ECT), lobotomy, psychotropic pharmaceuticals, Freud and psychotherapy, cognitive therapy and institutionalisation
- How does our brain experience the outside world?
- Types of memory
- When knowing malfunctions – Alzheimer’s, synaesthesia
- Are experts born or made?
- What happens in altered states of consciousness?
- What do dreams mean?
- Using artwork to make sense of experience
- When thinking malfunctions – ADHD, schizophrenia
- Exploring personality
- Group behaviours
- How can altruism benefit me?
- When interactions malfunction – autism, antisocial behaviour
- Developing empathy

**Objects**
- Anatomical brain specimens on loan from the University of Melbourne
- Isolation cell used at Kew Asylum 1872
- Celebration of love: convict love tokens and keepsakes
- Electro-convulsive therapy units
- Celebration of perception: Braille mah-jong and dominos, rattling cricket ball
- Archetypal dream dioramas: being chased, falling, flying, teeth falling out, sitting an exam, being naked in a crowd
- Portable anaesthetic machine
- Skinner Box
Artworks from the Cunningham Dax Collection: dreams, confusion, trauma and depression
Artworks created in psychiatric institutions
Pharmaceutical advertisements from the 1950s (USA)
Psychotropic drugs – eg LSD, Prozac, Ritalin
Leucotomes (used for lobotomies in Australia in the 1950s)
Asylum uniforms (1800s and 1900s), Straitjackets, locked gloves and other restraining devices (1800s and 1900s)
Hubbard E-meter (1980s)

**Interactive exhibits**
*Learning a language:* Can you say ‘I am always learning something new’ in five different languages? Press the button and hear the voice, repeat and record your own voice. *Facial emotions recognition game:* Can you match the face to the emotion? *Galvanic skin response:* Measure your stress levels (by small changes in the amount you sweat) in response to a trigger. *Memory games:* Can you locate a group of images in the correct order? Now try to remember the sounds for a computer touch screen interactive. *Identify the pattern game:* Can you recognise the pattern in these images? *Labyrinths:* Trace the labyrinthine paths. Does it help to calm and focus your mind? *Personality game:* Which words best describe you? (Loosely based on the Myers Briggs type indicator).

**Issues**
The ethical display of psychiatric art
The ethical display of human remains
The confrontational nature of asylum life
The confrontational nature of mental health issues
The debate regarding mental health diagnosis and treatment

**Immersive experiences**
Human Emotions screens: multimedia environments that evoke the 6 basic emotions (happiness, surprise, anger, fear, disgust and sadness). *Booths:* Enter a person’s mind, hearing four separate stories of an individual’s experience of life (synaesthesia, depression, bipolar disorder and schizophrenia).
**The Human Body** exhibition presents a history of changing beliefs, taboos and medical practices, and a wonderful diversity of models, maps and images of the human body produced both today and in the past. The displays are grouped around the following themes:

- **First impressions**: Looking at our bodies from the outside
- **Invading the body**: The study of human anatomy
- **Becoming transparent**: The use of medical imaging technologies
- **Close ups**: The microscopic world of cells and genes
- **Body parts**: The workings of our body systems

Two areas that you may want your students to investigate in the gallery are medical imaging technologies in *Brain mapping*, and the workings of body systems in *Brain function*.

Another section you might encourage your students to explore in greater depth, if time allows, is *First impressions*, in particular the displays which look at how external features, body measurements and proportions are often mapped and measured to classify people and determine standards of normality. Examples include different ‘ideals’ of physical beauty and how judgements about differences in proportions have been used to support naïve ideas about intelligence and character.

![A Phrenology head from the past](Image)
Exhibition floor plans

The On-site student activities for this program take place in *The Mind: Enter the Labyrinth* and *The Human Body* exhibitions. These are all in *The Mind and Body Gallery* on the first floor of Melbourne Museum.

*The Mind: Enter the Labyrinth*
The Body Gallery
Excursion activities

Self-guided (trail) program

Students working in small groups carry out a series of investigations in the exhibition spaces. These on-site student activities include:

1. Photographs
2. First impressions
3. Facial expressions
4. The Mirror pods
5. Normal and abnormal behaviour
6. Personality
7. Identity and personality
8. Design a badge

Each activity may take 10 to 15 minutes to complete. It is not expected that each student group would attempt all the activities provided. A variety of activities have been prepared to allow you and your students to select the focus for the excursion. Please provide students with the appropriate copies prior to commencing the program.

Each activity has been designed to stand alone so groups may do them in any order. This also allows you to assign a particular order if it suits your students and their current needs.

Approximate duration: 90 minutes

Neurons in the brain