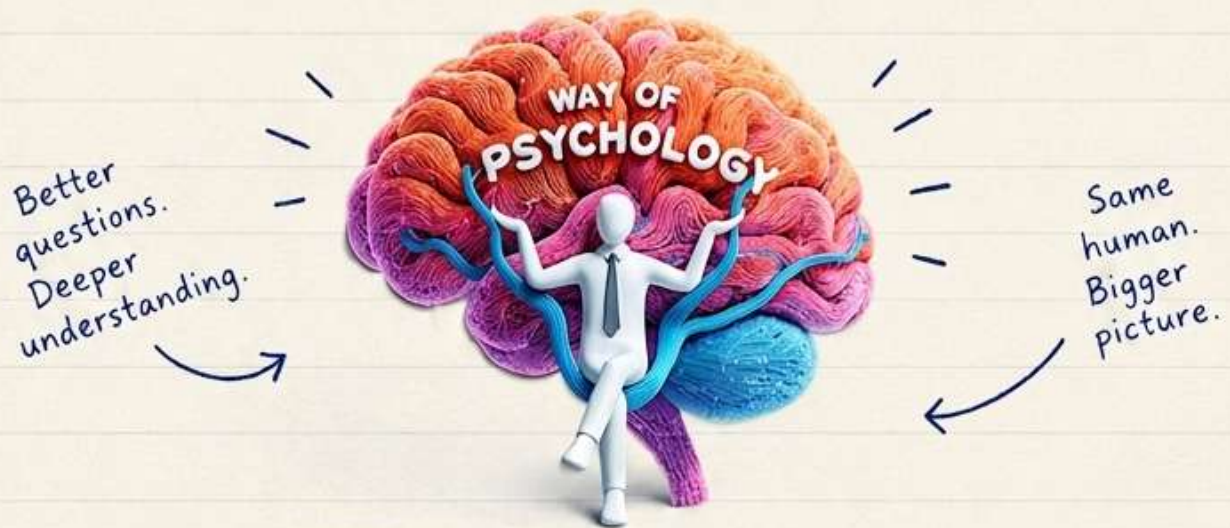




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RESOURCE



VISUAL PSYCHOLOGY

Volume 01 • The Foundations

20 Visual Guides to Understanding
Human Behaviour



From the foundations of psychology to learning, memory, perception, cognition, emotion, personality and social behaviour.



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wayOFpsychology

Why do humans think, feel, and behave the way they do?



FOUNDATIONS OF PSYCHOLOGY

What psychology studies and how psychologists understand behaviour

1 WHAT IS PSYCHOLOGY?

Psychology is the scientific study of behaviour and mental processes.

BEHAVIOUR

What organisms do.

Examples:

- Speaking
- Learning
- Helping
- Avoiding
- Choosing



MENTAL PROCESSES

Internal activities involved in:

- Thinking
- Remembering
- Perceiving
- Feeling
- Reasoning



2 THE FOUR GOALS OF PSYCHOLOGY



DESCRIBE

What is happening?



EXPLAIN

What might account for it?



PREDICT

When is it likely to happen?



APPLY / INFLUENCE

How can psychological knowledge be used?

3 HOW PSYCHOLOGY BECAME A SCIENCE

Psychology developed from several traditions:



Philosophy

Questions about mind and behaviour



Physiology & Biology

Measurement of sensation, the nervous system and behaviour



WILHELM WUNDT • 1879

Leipzig, Germany

A landmark traditionally associated with the emergence of psychology as an independent experimental discipline.

4 MAJOR PERSPECTIVES



BIOLOGICAL

How do brain and body processes contribute?



COGNITIVE

How do thinking and information processing contribute?



BEHAVIOURAL

How does learning shape behaviour?



PSYCHODYNAMIC

How might unconscious processes and early experiences contribute?



HUMANISTIC

How do agency, meaning and personal growth matter?



SOCIOCULTURAL

How do social and cultural contexts shape behaviour?

5 PSYCHOLOGY IS A SCIENCE

QUESTION

HYPOTHESIS

TEST

DATA

ANALYSIS

CONCLUSION

REPLICATION / REVISION

KEY IDEA

Evidence matters more than intuition.



6 ONE BEHAVIOUR • MANY QUESTIONS

Why might a student avoid speaking in class?



BIOLOGICAL

What physiological processes contribute?



COGNITIVE

What thoughts or interpretations are involved?



LEARNING

Could previous experiences have shaped the behaviour?



SOCIAL

How does the group affect the behaviour?



DEVELOPMENTAL

How has the pattern developed?



CULTURAL

What role does the social environment play?

One behaviour can have multiple psychological explanations



THE FOUR GOALS OF PSYCHOLOGY

From observation to understanding – and real world impact

1 THE BIG IDEA

Psychology isn't just about asking "what is happening?"

It also asks:

- Why is it happening?
- What might happen next?
- How can this knowledge be used?



These questions form the four goals of psychology.

2 THE FOUR GOALS

1



DESCRIBE

What is happening?

Observe and document behaviour or mental processes.

2



EXPLAIN

What might account for it?

Develop and test possible explanations.

3



PREDICT

When is it likely to happen again?

Identify conditions under which it may be more likely.

4



APPLY / INFLUENCE

How can knowledge be used?

Improve education, health, workplaces, therapy and more.

3 ONE BEHAVIOUR, MANY QUESTIONS

Why might a student avoid speaking in class?



BIOLOGICAL

What physiological processes contribute?



LEARNING

Could previous experiences have shaped the behaviour?



COGNITIVE

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5 PSYCHOLOGY IS A SCIENCE

QUESTION

HYPOTHESIS

OPERATIONAL DEFINITION
(what to measure?)

METHOD

DATA

ANALYSIS

CONCLUSION

REPLICATION / REVISION

KEY IDEA
Evidence matters more than intuition.



RESEARCH NOTE

Findings are always open to revision with better methods, more data or new perspectives.

6 WHAT PSYCHOLOGY IS NOT

✗ Mind reading
(we can't know what others think).

✗ Pure common sense
(it can be misleading).

✗ One theory that explains everything
(human behaviour is complex).

✗ Diagnosing someone from a single behaviour
(behaviour ≠ identity).



It's not that simple!

7 THE WAY OF SEEING IT



Psychology looks beyond behaviour itself and investigates the biological, psychological, developmental, social and environmental processes that may contribute to it.



Same behaviour. Many layers. A deeper understanding.

wayOfpsychology • FOUNDATION SERIES • #001

01

PSYCHOLOGY IS A SCIENCE

How psychologists actually know what they claim to know

1 THE BIG IDEA

Psychology is a science because it uses **systematic methods** to answer questions about behaviour and mental processes.

It's not just opinions, observations or guesses. It's evidence.



3 FROM EARLY IDEAS TO SCIENCE

Psychology grew from earlier ways of thinking about the mind and behaviour.

Philosophy

- Nature of mind
- Knowledge
- Reality

Physiology & Biology

- Nervous system
- Sensation
- Behaviour

WILHELM WUNDT

• 1879

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4 WHAT MAKES IT SCIENTIFIC?



OBJECTIVE

— Relies on observable and measurable data.



SYSTEMATIC

— Follows a clear, planned process.



EMPIRICAL

— Uses real-world evidence (not just opinions).



REPLICABLE

— Others can repeat the study and get similar results.

2 THE SCIENTIFIC PROCESS

Psychologists follow a step-by-step process:

- 1 QUESTION** → What do we want to know?
- 2 HYPOTHESIS** → What do we expect to find?
- 3 OPERATIONAL DEFINITION** → How will we measure it?
- 4 METHOD** → How will we collect the data?
- 5 DATA** → What did we find?
- 6 ANALYSIS** → What does it mean?
- 7 CONCLUSION & REPLICATION** → Is it reliable? Can it be repeated?



KEY IDEA

Evidence matters more than intuition.



RESEARCH NOTE

A study is considered stronger when it can be replicated by other researchers with similar results.

5 WHAT PSYCHOLOGY IS NOT

- ✗ Not mind reading (we can't know what others think).
- ✗ Not pure common sense (it can be misleading).
- ✗ Not one theory that explains everything (human behaviour is complex).
- ✗ Not diagnosing someone from a single behaviour (behaviour ≠ identity).



It's a science, not a crystal ball.

6 REAL-LIFE EXAMPLE

Why do some people believe in conspiracy theories?



A psychologist might:

- Observe how often they seek certain information.
- Form a hypothesis (e.g., need for control, distrust, or social identity).
- Measure it using surveys or experiments.
- Analyse the data.
- Conclude and test again with a larger group.

Same behaviour. Many questions. That's the scientific approach.

7 THE BIGGER PICTURE

Psychology is a science because it uses evidence, not just belief, to understand behaviour and mental processes.



BETTER UNDERSTANDING



BETTER DECISIONS



REAL-WORLD IMPACT



THE WAY OF SEEING IT

Psychology moves from questions to evidence, and from evidence to understanding — so we can explain, predict and improve real human lives.



THE BRAIN

The control centre of your thoughts, emotions and behaviour

1 WHAT IS THE BRAIN?

The brain is the central organ of the nervous system. It receives, processes and responds to information from inside and outside the body.



Quick fact:

The human brain weighs about 1.4 kg (roughly 2% of your body weight) but uses around 20% of your energy.

2 MAIN PARTS & WHAT THEY DO

FRONTAL LOBE

- planning
- decision making
- personality
- movement

PARIETAL LOBE

- sensation
- spatial awareness
- attention

OCCIPITAL LOBE

- vision

TEMPORAL LOBE

- memory
- language
- emotion

BRAINSTEM

- basic life functions
- heartbeat, breathing

CEREBELLUM

- balance
- coordination
- fine motor control

3 HOW THE BRAIN WORKS



SENSORY INPUT

Information from your environment and body.



PROCESSING

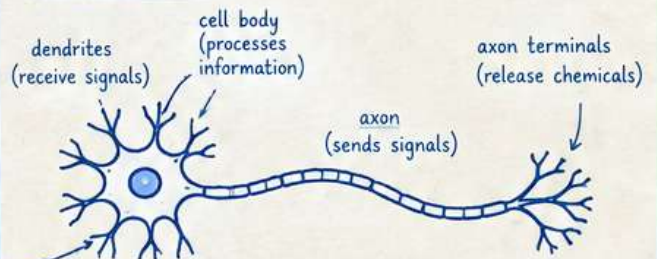
The brain interprets and makes sense of the information.



RESPONSE

It sends signals to your body (e.g., think, feel, act).

THE NEURON



4 THE BRAIN & BEHAVIOUR

Different parts of the brain are involved in different functions, but they work together.



EMOTION

e.g., amygdala (fear, reward)



THINKING

e.g., prefrontal cortex (focus, planning)



PERCEPTION

e.g., visual cortex (what you see)



MOVEMENT

e.g., motor cortex (controls action)

Your thoughts, feelings and actions all have a biological basis in the brain.

5 KEY CONCEPTS

PLASTICITY

The brain can change and adapt based on experience.

NEUROTRANSMITTERS

Chemical messengers that help neurons communicate (e.g., dopamine, serotonin).

LATERALISATION

Different sides of the brain have specialised functions (e.g., language is often left-dominant).

NETWORKS

Brain regions work in networks, not in isolation.

6 DON'T CONFUSE



- ✗ Brain area ≠ single function (e.g., the prefrontal cortex does more than just planning).
- ✗ More brain activity = better performance (it doesn't always mean you're doing better).
- ✗ The brain is fixed (it can change throughout life).
- ✗ Feelings = just brain chemicals (chemistry is part of it, but not the whole story).

7 WHY IT MATTERS



Helps us understand behaviour



Improves mental health care



Informs education & learning



Builds empathy and reduces stigma



THE WAY OF SEEING IT

The brain isn't just an organ; it's the biological foundation of your thoughts, emotions, memories and behaviour.

To understand behaviour, we need to look at both the brain and the environment that shapes it.

Mind + Brain + Environment = Behaviour



CLASSICAL CONDITIONING

How we learn to associate – and respond to – the world

1 WHAT IS CLASSICAL CONDITIONING?

Classical conditioning is a type of learning where a neutral stimulus becomes associated with a meaningful stimulus, leading to a conditioned response.

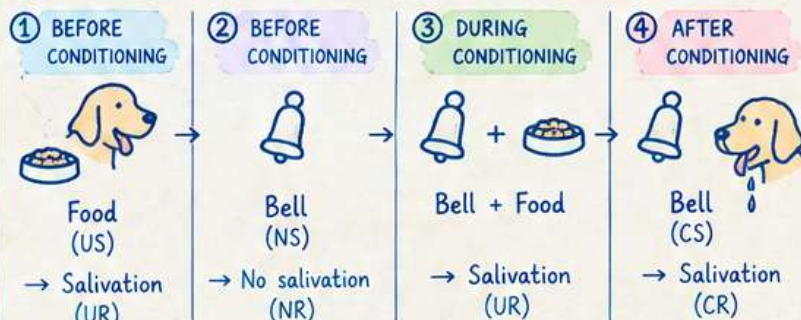


KEY IDEA:

It's not about rewards or punishment.
It's about association.



2 THE CLASSIC EXAMPLE – PAVLOV'S DOG



Neutral stimulus + Unconditioned stimulus → Conditioned stimulus

3 TYPES OF STIMULI & RESPONSES

UNCONDITIONED STIMULUS (US)

- Naturally produces a response.
- E.g., food, loud sound, pain.

CONDITIONED STIMULUS (CS)

- Previously neutral stimulus that gains the ability to produce a response.
- E.g., bell (after pairing).

UNCONDITIONED RESPONSE (UR)

- Automatic response to US.
- E.g., salivation to food.

CONDITIONED RESPONSE (CR)

- Learned response to CS.
- E.g., salivation to bell.

4 HOW IT WORKS

- ① ASSOCIATION → The brain links two stimuli together.
- ② STRENGTHENING → With repetition, the link gets stronger.
- ③ AUTOMATIC RESPONSE → The response becomes faster and more automatic.



The amygdala and cerebellum play key roles in this process.

5 EVERYDAY EXAMPLES



Coffee + Study (CS)
↓
→ Alertness (CR)

Caffeine can become a cue.



Sick feeling + Food (CS)
↓
→ Nausea (CR)

Explains food aversions.



Phone notification (CS)
↓
→ Anticipation (CR)

Leads to habit loops.



Water + Heat (CS)
↓
→ Thirst (CR)

Helps survival.

6 IMPORTANT POINTS

- Classical conditioning can happen without awareness.
- It works for both positive and negative stimuli.
- The response can be emotional, physical or behavioural.
- It helps explain phobias, food aversions, and habits.

It's not just for animals – it happens in humans too!

7 DON'T CONFUSE

- ✗ Classical conditioning ≠ Operant conditioning (no rewards or punishments).
- ✗ CS ≠ US (CS is neutral at first).
- ✗ Conditioned response ≠ Unconditioned response (CR is learned, UR is natural).



THE WAY OF SEEING IT

Classical conditioning shows us how the brain learns through association.

The same principle helps us understand habits, emotions, fears and even advertising.



THINK ABOUT THIS

What are some stimuli in your life that have become "triggers" for a response – without you even realising it?



THEORIES OF LEARNING

How we acquire, process and change behaviour

1 WHAT IS LEARNING?

Learning is a relatively permanent change in behaviour or knowledge that results from experience.



KEY IDEA:

It's not just about practice — it's about change.

2 THE MAJOR THEORIES

BEHAVIOURISM

Learning through observable behaviour and reinforcement.

- Classical conditioning
- Operant conditioning



(Pavlov, Skinner)

COGNITIVE THEORY

Learning through mental processes like attention, memory and thinking.

- Information processing
- Cognitive strategies



(Bandura, Bruner)

SOCIAL LEARNING THEORY

Learning by observing others and imitating their behaviour.

- Modelling
- Vicarious reinforcement



(Bandura)

CONSTRUCTIVISM

Learning by building new understanding based on previous knowledge.

- Active learning
- Meaning making



(Piaget, Vygotsky)

3 THE BIG FOUR

CLASSICAL CONDITIONING

Learning by association between a neutral stimulus and a meaningful stimulus.

e.g., bell + food = salivation



(Pavlov)

OPERANT CONDITIONING

Learning through rewards and punishments that follow behaviour.

e.g., good behaviour → reward



(Skinner)

OBSERVATIONAL LEARNING

Learning by watching others and imitating them.

e.g., watching a friend study



(Bandura)

COGNITIVE LEARNING

Learning through mental processes like thinking, problem solving and memory. e.g., using a strategy to solve a problem



(Bruner)

4 HOW THEY EXPLAIN BEHAVIOUR



PAVLOV

(Classical Conditioning)

Explains automatic responses (e.g., fear, salivation).



SKINNER

(Operant Conditioning)

Explains voluntary behaviour (e.g., habits, rewards, punishment).



BANDURA

(Social Learning)

Explains behaviour through observation and imitation (e.g., modelling).



PIAGET

(Cognitive)

Explains how we think and learn at different stages (e.g., child development).

5 REAL LIFE EXAMPLES

CLASSICAL CONDITIONING



Feeling anxious when you hear a specific song (after a bad experience).

OPERANT CONDITIONING



Studying more because you get good grades.

OBSERVATIONAL LEARNING



Learning a dance by watching a YouTube video.

COGNITIVE LEARNING



Solving a puzzle by trying different strategies.

6 THE LEARNING PROCESS



ATTENTION

Notice the information.



ENCODING

Make sense of it.



STORAGE

Keep it in memory.



RETRIEVAL

Bring it back when needed.

⚡ If any step is weak, learning becomes difficult. ⚡

7 IMPORTANT POINTS

- Learning can be intentional or unintentional.
- It can be shaped by rewards, punishment, observation or thinking.
- It is not the same as performance (you can know something and still not do it).
- It can be influenced by motivation, emotion and environment.



Learning is a process, not a single event.

DON'T CONFUSE

- ✗ Learning ≠ Performance (You can learn something and still not show it.)
- ✗ Reinforcement ≠ Bribe (Reinforcement strengthens behaviour, not just gives a reward.)
- ✗ Observation ≠ Imitation (You may observe but choose not to copy.)
- ✗ Conditioning ≠ Mind control (It's not forced — it's a learned response.)



THE WAY OF SEEING IT

Learning shapes how we think, feel and act — but it doesn't eliminate our freedom.

⚡ We are not just products of our past, we are also active builders of our future. ⚡



THINK ABOUT THIS

Which type of learning do you use most in your daily life — and how does it shape the person you are today?



Same brain.
Different
memories.
Different
realities.

MEMORY

Not a perfect recording, but a reconstruction.

You don't just
remember what
happened — you
remember what
your brain made
sense of.

1 WHAT IS MEMORY?

Memory is the process of encoding, storing and retrieving information from our past.

It helps us learn, make decisions and feel a sense of continuity in our lives.



It's not just a file.
It's a process.

2 THE MEMORY PROCESS



ENCODING

Noticing and processing information.

(e.g. seeing a face, hearing a word)



STORAGE

Keeping the information over time.

(e.g. in different parts of the brain)



RETRIEVAL

Bringing the information back to mind.

(e.g. remembering a name)



RECONSOLIDATION

Updating the memory when it's recalled.

(e.g. with new details or context)

3 TYPES OF MEMORY



SENSORY MEMORY

Holds information for a very short time (milliseconds to seconds).
(e.g. the flash of a light)



SHORT-TERM MEMORY

Keeps information for a limited time.
(e.g. a phone number you just heard)



LONG-TERM MEMORY

Stores information for hours, days or even a lifetime.
(e.g. your childhood home)

4 THE BRAIN & MEMORY

Frontal Lobe

(working memory, retrieval)

Hippocampus

(helps form new memories)



Temporal Lobe

(stores long-term memories)

Amygdala

(emotional memory)

Memories aren't stored in one place — they're built through a network of brain regions.

5 WHY MEMORIES CAN BE UNRELIABLE



RECONSTRUCTION

Each time you recall a memory, you rebuild it, and it can change.



MISINFORMATION

New information can blend with the old.



BIAS

Your expectations, beliefs and emotions can shape it.



TIME

Memories can become less accurate over time.

6 THE POWER OF EMOTION

Emotional events are often remembered more clearly and for longer.



Emotions act like a "memory boost".

WHY?

- Higher attention
- Stronger encoding
- More activation in the amygdala

7 MEMORY IN EVERYDAY LIFE



Helps us learn and build skills.



Guides us through familiar places.



Shapes our relationships and identity.



Influences our decisions and judgements.

8 A NEW WAY OF SEEING IT

Instead of asking, "Why can't I stop thinking about this?"



Ask instead:

"What made this moment important enough for my attention and memory to keep returning to it?"



It's not just a memory. It's a meaning your brain is trying to make.



Same world.
Different
perceptions.

PERCEPTION

You don't just
see the world —
you see what
your brain
expects, notices
and interprets.

It's not just what's out there, but how your brain makes sense of it.

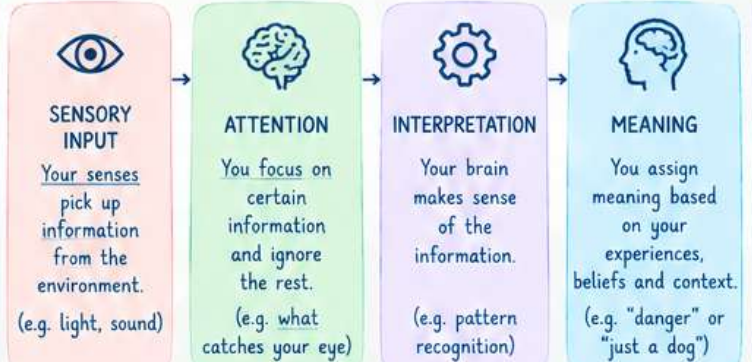
1 WHAT IS PERCEPTION?

Perception is the process of turning sensory information (sights, sounds, smells, tastes, touch) into meaningful understanding.

We don't just receive information — we interpret it.



2 THE PERCEPTION PROCESS



3 KEY FACTORS THAT SHAPE PERCEPTION

- EXPECTATIONS**
What you expect influences what you notice and how you see it.
(e.g. spotting a friend in a crowd)
- PAST EXPERIENCE**
Your past shapes what feels familiar and what feels unusual.
(e.g. a sound you associate with danger)
- EMOTIONS**
Your emotional state can change how you interpret things.
(e.g. the same face can seem friendly or threatening)
- SOCIAL CONTEXT**
The presence and opinions of others influence what you see and how you see it.
(e.g. group pressure, social cues)

4 PERCEPTUAL BIASES

Your brain doesn't just record — it also takes shortcuts. These can lead to biases.

CONFIRMATION BIAS

You notice what supports your existing beliefs.
(e.g. seeing only what you agree with)

INATTENTIONAL BLINDNESS

You miss obvious things when you're focused elsewhere.
(e.g. "invisible gorilla" experiment)

ILLUSIONS

Your brain fills in gaps or creates patterns that aren't there.
(e.g. optical illusions)

5 WHY PERCEPTION MATTERS

- BUILDS YOUR REALITY**
Your perception shapes your thoughts, emotions and behaviour.
- INFLUENCES DECISIONS**
What you see (or don't see) can change what you do.
- AFFECTS RELATIONSHIPS**
Misunderstandings often start with different perceptions.
- IMPACTS WELL-BEING**
Distorted perceptions can lead to stress, anxiety and conflict.

6 REAL LIFE EXAMPLES



MOOD CHANGES

A cloudy day can feel sadder if you're already feeling low.



WHAT YOU SEE FIRST

You might see a face or a vase — depending on your focus.



SOCIAL PERCEPTION

You may judge someone based on a single trait, like their appearance.

7 THE BIGGER PICTURE

Perception isn't a perfect window to reality — it's a dynamic process shaped by your brain, your experience and your environment.

The world isn't just out there — it's also in here.



8 THINK ABOUT THIS



If two people look at the same event, can they really see the same thing?

What in your life might be shaped by your perception, without you realizing it?



We notice less than we encounter.

ATTENTION

How the mind selects what gets processed

Same world. Different focus.

1 WHAT IS ATTENTION?

Attention is the process of selectively allocating limited mental resources to information or tasks.

We are constantly surrounded by more information than we can fully process.

Attention helps determine: What gets priority?

KEY IDEA:
Attention is selective, limited and flexible.

2 WHY DO WE NEED ATTENTION?

At any moment, you may be exposed to:

- conversations
- faces
- objects
- sounds
- messages
- thoughts
- movements

But you cannot process all of them equally deeply.

ATTENTION HELPS US:



3 SELECTIVE ATTENTION

Focusing on some information while filtering out competing information.

EVERYDAY EXAMPLE:

You are talking to someone in a noisy room. Many conversations are happening around you, yet you can focus on the person speaking to you.



IMPORTANT:

Filtering is not always perfect. Information outside the current focus can sometimes still be processed.

4 THE COCKTAIL PARTY EFFECT

Imagine a crowded room.

You are focused on one conversation. Then suddenly you hear:

"Sameer!"

Your attention may shift toward the previously ignored conversation.



WHAT DOES THIS SHOW?

Attention can be selective while still remaining sensitive to personally relevant information.

5 SUSTAINED ATTENTION

Maintaining focus on a task or source of information over time.

EXAMPLES:

- reading a chapter
- listening during a lecture
- monitoring something for changes
- completing a long task



THE CHALLENGE:

As time passes, maintaining attention can become more difficult, especially when a task is:

- repetitive
- boring
- demanding
- interrupted

6 DIVIDED ATTENTION

Trying to allocate attention across more than one task.

But there is an important distinction:

Doing two things at once does not necessarily mean processing both equally well.

When tasks compete for the same mental resources, performance can suffer.

EXAMPLE:

Trying to read a complex text + follow a complex conversation may reduce performance on one or both.



7 AUTOMATICITY

With practice, some activities can become more automatic.

EXAMPLE:

A skilled reader does not normally focus consciously on identifying every individual letter.



BUT:

Automaticity has limits.

A task that seems effortless in one context can require substantial attention in another.

8 INATTENTIONAL BLINDNESS

Sometimes we fail to notice a visible event because our attention is occupied elsewhere.

DEFINITION:

Failing to notice an unexpected, visible stimulus when attention is focused on another task.

KEY IDEA:

Seeing is not simply a matter of having information reach the eyes. Attention influences what reaches conscious awareness.



9 CHANGE BLINDNESS

Failing to notice a change in a visual scene. This can happen when the change occurs during:

- interruptions
- visual disruption
- shifts in attention
- competing information

DON'T CONFUSE:

INATTENTIONAL BLINDNESS

You fail to notice something unexpected.

CHANGE BLINDNESS

You fail to notice that something has changed.

They are related, but not the same phenomenon.

10 ATTENTION IS NOT THE SAME AS CONSCIOUSNESS

Attention and consciousness are closely related, but they are not identical concepts.

- Something can influence processing without becoming the main focus of conscious attention.
- Likewise, we can sometimes consciously experience something without continuously attending to every aspect of it.



KEY IDEA:

Attention helps control processing, but it is not simply another word for consciousness.

11 TOP-DOWN & BOTTOM-UP ATTENTION

BOTTOM-UP

Attention can be captured by something that is:

- sudden
- bright
- loud
- moving
- otherwise salient



(salient stimulus)

TOP-DOWN

Attention can also be guided by:

- goals
- expectations
- knowledge
- current intentions



(goal / expectation)

ATTENTIONAL SELECTION

12 ATTENTION IS LIMITED

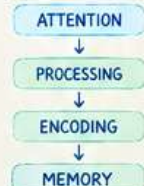
We have more information available than we can process, with equal depth at the same time.

This does not mean the brain processes only one thing at a time.

Different kinds of processing can occur simultaneously, while attention determines where processing resources are prioritized.

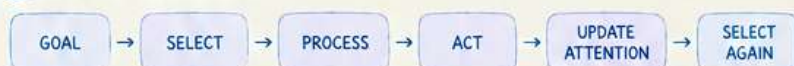
13 ATTENTION & MEMORY

Attention influences what information is likely to receive deeper processing.



Attention helps, but does not guarantee remembering.

14 THE ATTENTION LOOP



Attention is dynamic, not a permanent spotlight fixed in one place.

15 THE WAY OF SEEING IT

You are surrounded by more information than your mind can process equally. Attention is one of the ways your brain decides what deserves priority.

What you fail to notice can be psychologically interesting too.



Same brain.
Different
experiences.
Different
behaviours.

BRAIN & BEHAVIOUR

How the brain shapes what we do, feel and think

The brain
doesn't just
control behaviour.
It builds the
foundation
for it.

1 WHAT IS BRAIN & BEHAVIOUR?

The brain is the physical organ that processes information, regulates our thoughts, emotions and actions, and helps us interact with the world.

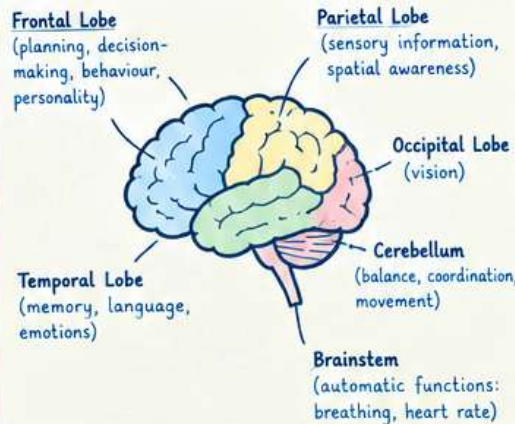
Behaviour is the observable result of this complex brain activity.



KEY IDEA:

The brain and behaviour are closely connected. Changes in one often influence the other.

2 KEY PARTS OF THE BRAIN



3 HOW THE BRAIN INFLUENCES BEHAVIOUR



THOUGHTS

The brain generates and organises thoughts.



EMOTIONS

Brain activity helps create and regulate emotions.



ACTIONS

The brain controls movement and behaviour.



SOCIAL INTERACTION

The brain helps us read cues, understand others and respond in social situations.

4 THE BRAIN & LEARNING

Learning involves changes in the brain. These changes can include:

- stronger connections between neurons
- growth of new connections
- changes in areas of the brain



KEY IDEA:

The brain is adaptable. It can change throughout life, a process called neuroplasticity.

5 BRAIN REGIONS & BEHAVIOUR

PREFRONTAL CORTEX

→ planning, self-control, decision-making

AMYGDALA

→ emotion processing, threat detection

HIPPOCAMPUS

→ memory formation, spatial navigation

BASAL GANGLIA

→ habit formation, movement

These regions work together. Behaviour is the result of networks, not just one area.

6 BRAIN CHEMISTRY & BEHAVIOUR

Neurotransmitters are chemical messengers that help brain cells communicate.

- Dopamine – motivation, reward
- Serotonin – mood, emotional balance
- Norepinephrine – alertness, focus
- GABA – calming, reduces activity



KEY IDEA:

Imbalances in brain chemicals can influence mood, motivation and behaviour, but they are not the only factor.

7 THE ROLE OF GENETICS & ENVIRONMENT



GENETICS

- influences brain structure and function
- can affect temperament, risk for certain conditions



ENVIRONMENT

- shapes brain development
- influences learning and behaviour
- includes family, culture, trauma, stress and more

KEY IDEA:

Genes load the gun, environment pulls the trigger.

8 BRAIN & BEHAVIOUR ACROSS LIFE



CHILDHOOD

Rapid growth and learning.



ADOLESCENCE

Hormones and brain changes influence behaviour and risk-taking.



ADULTHOOD

Greater stability and balance (though change still happens).



OLDER ADULTHOOD

Some decline in certain areas, but experience and wisdom grow.

The brain changes across the lifespan. So does behaviour.

9 BRAIN, BEHAVIOUR & MENTAL HEALTH

When brain function is disrupted, it can affect behaviour, mood, thinking and emotional regulation.

EXAMPLES

- depression (mood & reward circuits)
- anxiety (threat detection circuits)
- ADHD (attention & control networks)
- dementia (memory & cognition)



IDEA:

Mental health is brain health.

10 THE BRAIN IS DYNAMIC



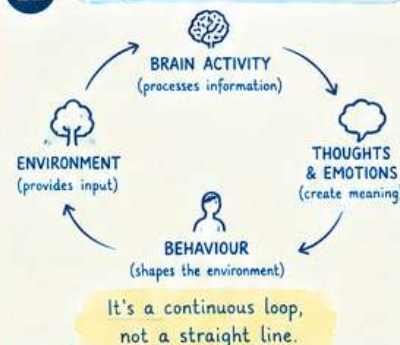
The brain is not fixed. It adapts, reorganises and strengthens connections based on experience, practice and environment.

This process is called neuroplasticity.



New experiences → new connections → new possibilities

11 THE BRAIN & BEHAVIOUR LOOP



12 THE WAY OF SEEING IT



Your brain isn't just a passive receiver of information. It actively shapes your thoughts, emotions and behaviour.

Understanding the brain helps us understand ourselves – and why we think, feel and act the way we do.

Same brain.
Endless possibilities.



Tiny cells.
Big conversations.
That's how
your brain works.

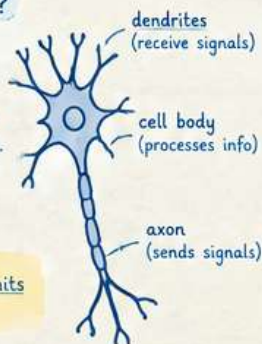
NEURONS & NEURAL COMMUNICATION

How the brain sends, receives and processes information

Same brain.
Different
neuron.
Different
message.

1 WHAT ARE NEURONS?

Neurons are specialised cells that receive, process and transmit information through electrical and chemical signals.



KEY IDEA:

Neurons are the basic units of the nervous system.

2 THE NEURAL CELL

Each neuron has three main parts:

- Dendrites – receive incoming signals.
- Cell body – integrates the information.
- Axon – sends signals to other cells.

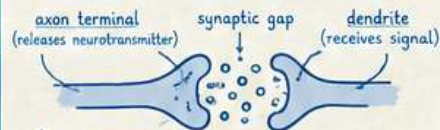


KEY IDEA:

Neurons communicate with each other, not in isolation.

3 SYNAPSES

Neurons communicate across tiny gaps called synapses. The signal moves from the axon terminal of one neuron to the dendrite of another through chemicals called neurotransmitters.



KEY IDEA:

Synapses allow neurons to pass information to each other.

4 THE PROCESS OF NEURAL COMMUNICATION



1. ELECTRICAL SIGNAL

An electrical impulse travels down the axon.

2. NEUROTRANSMITTER RELEASE

The signal reaches the axon terminal, triggering the release of neurotransmitters.

3. CHEMICAL SIGNAL

Neurotransmitters cross the synapse.

4. NEXT NEURON

The message is received and converted back into an electrical signal.

5 TYPES OF NEUROTRANSMITTERS

Different neurotransmitters have different roles in mood, learning, movement and more.

- Dopamine – reward, motivation, movement
- Serotonin – mood, emotion, sleep
- Norepinephrine – alertness, focus
- GABA – calming, reduces activity
- Glutamate – learning, memory, plasticity

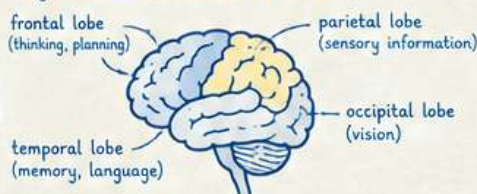


KEY IDEA:

Balance matters. Too much or too little can affect behaviour and mental health.

6 THE BRAIN'S MAJOR PATHWAYS

Neurons form networks and pathways. These pathways help different brain regions communicate with each other.

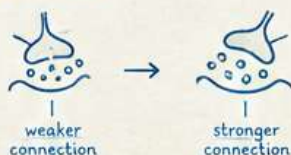


KEY IDEA:

Communication between regions supports everything from movement to thought.

7 PLASTICITY

Neural connections can strengthen or weaken over time. This is called neuroplasticity.



KEY IDEA:

The brain changes with experience, learning and practice.

8 THE BIG PICTURE

Neurons don't work alone. They form networks, and these networks create brain regions, systems and functions.



KEY IDEA:

From individual cells to complex networks – this is how your brain turns signals into your thoughts, feelings and actions.

9 THE BRAIN IS DYNAMIC

Neural activity is not constant. It changes with

- what you are doing
- what you are thinking
- what you are feeling
- your environment



KEY IDEA:

The brain is always active, always adapting.

10 WHY IT MATTERS

Neural communication is the foundation for:

- learning and memory
- perception
- emotion
- decision-making
- behaviour



KEY IDEA:

Every thought, feeling and action is the result of countless neural signals.

11 THE WAY OF SEEING IT



Neurons may be tiny, but their connections create the rich, complex world inside your mind.

Your thoughts, emotions and behaviour are not just in your head – they are the result of billions of neural conversations happening all the time.

→ Small signals. Big impact.



MASTER LEDGER – CURRENT STATUS

001	002	003	004	005	006	007	008	010	011	012
Foundations of Psychology	Four Goals of Psychology	Psychology Is a Science	Major Perspectives	Learning (Foundations)	Learning (Theories)	Memory	Perception	Brain & Behaviour	Neurons & Neural Communication	Cognition
✓	✓	✓	✓	✓	✓	✓	✓	✓ (Just completed)	□ (Current)	⌂ (Next)

Same brain.
Different
thoughts.
Different
reality.

COGNITION & THINKING

How we take in, make sense of, and interpret the world

Not just
what we see...
but how we
think about it.

1 WHAT IS COGNITION?

Cognition refers to the mental processes we use to gain knowledge, understand, remember, and make sense of the world.



KEY IDEA:

Cognition turns information into meaning.



2 MAIN COGNITIVE PROCESSES

- Attention – focuses on information
- Perception – interprets what we see/hear
- Memory – stores and retrieves
- Language – gives meaning
- Thinking – solves problems, makes decisions



KEY IDEA:

These processes work together, not in isolation.

3 TYPES OF THINKING

CONVERGENT THINKING

Finds one correct answer. (e.g., maths problem)

DIVERGENT THINKING

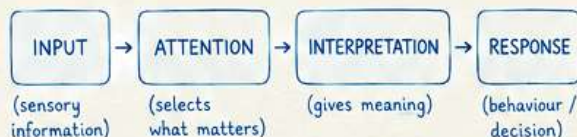
Generates multiple ideas. (e.g., brainstorming)

ABSTRACT THINKING

Handles ideas, concepts, possibilities. (e.g., "what if?")



4 HOW WE PROCESS INFORMATION



KEY IDEA:

We don't just react to the world – we interpret it.
Two people can see the same thing and think completely different things.

5 BIAS IN THINKING

Our thinking is often influenced by mental shortcuts, called biases.

- Confirmation bias – seeks what fits existing beliefs
- Anchoring bias – relies too much on first information
- Availability heuristic – what's recent feels more likely



KEY IDEA:

Biases save mental effort, but can lead to errors in judgment.



6 THE ROLE OF LANGUAGE

Language shapes how we think.

- Helps us organise thoughts
- Influences what we notice
- Affects how we see ourselves and others



KEY IDEA:

The words we use don't just describe reality – they help create it.



7 PROBLEM SOLVING & DECISION MAKING

We use cognition to solve problems and make choices, often without realising it.

- Identify the problem
- Consider options
- Evaluate outcomes
- Choose a solution



KEY IDEA:

Emotions, past experiences and biases also shape our decisions.

8 METACOGNITION

Metacognition means thinking about our own thinking.

- Recognising what we know
- Noticing what we don't know
- Adjusting our strategies



KEY IDEA:

Better thinking comes from awareness of our own thinking.



9 HOW THINKING AFFECTS BEHAVIOUR

Our thoughts influence how we feel and act.



EXAMPLE:

If you think "I can't do this", you may feel anxious and avoid trying.



KEY IDEA:

Changing unhelpful thoughts can lead to healthier emotions and actions.

10 WHY IT MATTERS

Good cognitive skills help us:

- learn and adapt
- solve everyday problems
- handle stress and emotions
- build better relationships
- make better decisions



KEY IDEA:

Cognition shapes how we experience life – and gives us the power to change it.

11 THE BIG PICTURE

Cognition is not just about the brain. It's about:

- what we notice
- how we interpret
- what we remember
- how we decide
- and how we respond



KEY IDEA:

Our thoughts create our world – so the way we think matters.



12 THE WAY OF SEEING IT

You don't just see the world as it is – you see it through the lens of your past, your beliefs, your language and your experiences.

The same world.
Different minds.
Different stories.

Awareness doesn't just change how you think – it changes how you live.



Same brain.
Different
words.
Different
worlds.

LANGUAGE

More than words – it's how we think, connect and belong.

Not just
what we say...
but how we
understand,
interpret and
make sense.

1 WHAT IS LANGUAGE?

Language is a system of symbols (words, sounds, signs) that lets us communicate, share ideas, express emotions and make sense of the world.

KEY IDEA:

It's not just about talking – it's about meaning.



2 THE MAIN COMPONENTS

SYNTAX

Rules for combining words (e.g., word order).

SEMANTICS

Meaning of words and sentences.

PHONOLOGY

Sounds of language (e.g., speech sounds).

PRAGMATICS

Use of language in context (e.g., tone, intent, social rules).



KEY IDEA:

All four work together.

3 TYPES OF LANGUAGE

SPOKEN LANGUAGE

Verbal, audio-based (e.g., conversation).



WRITTEN LANGUAGE

Visual, text-based (e.g., books, messages).



NON-VERBAL LANGUAGE

Gestures, facial expressions, body language, tone of voice (e.g., a smile, a shrug).



KEY IDEA:

Communication isn't only words.

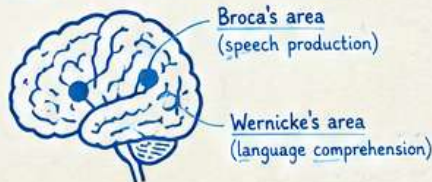
4 HOW LANGUAGE DEVELOPS



KEY IDEA:

It develops through interaction, not just biology.

5 LANGUAGE & THE BRAIN



Other areas help with reading, writing, and complex language (like in the prefrontal cortex).



KEY IDEA:

Language is a distributed network, not just one spot.

6 LANGUAGE & THINKING

- Helps us organise thoughts.
- Supports problem solving.
- Lets us plan, imagine and reflect ("inner speech").
- Shapes how we see the world (e.g., labels can influence perception).

Words shape thoughts.



KEY IDEA:

Language doesn't just express thought – it helps create it.

7 LANGUAGE & SOCIAL CONNECTION

- Builds relationships and trust.
- Helps us understand others' minds (theory of mind).
- Lets us share culture, values and identity.



KEY IDEA:

Language turns individual experiences into shared ones.

8 LANGUAGE & EMOTION

- Words can change how we feel (e.g., "I can do this" vs "I can't").
- Helps us label and regulate emotions.
- Lets us seek support and express what we need.



KEY IDEA:

Language gives emotions a voice – and a little more control.

9 KEY RESEARCH & EVIDENCE

- Broca (1861) & Wernicke (1874) linked brain areas to language.
- Sapir-Whorf hypothesis: language can influence how we see reality (relativity).
- Studies show: language shapes memory, judgement and social behaviour.



KEY IDEA:

Language is not just a tool – it shapes how we think, feel and act.



10 THE BIG PICTURE

Language is the bridge between our inner world and the outside world. It helps us think, feel, learn, connect and be human.



Different languages.
Different perspectives.
Same human mind.

So next time you speak, you're not just using words... you're shaping your reality.



Same brain.
Different choices.
Different biases.
Same you.

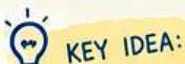
DECISION-MAKING & BIASES

We don't just choose. We interpret, rely on shortcuts, and get influenced — often without realising it.

Not just what's logical...
but what feels right, familiar or easier.

1 WHAT IS DECISION-MAKING?

Decision-making is the process of choosing between options. It happens every day — from small (what to eat?) to big (career, relationships, life goals).



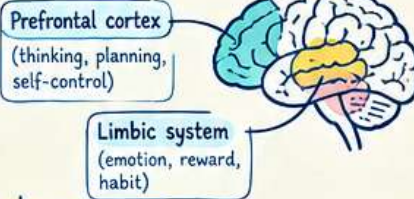
KEY IDEA:

It's not just a logical process — it's emotional, social and mental.



2 THE BRAIN AT WORK

The prefrontal cortex helps us weigh options, control impulses and plan. But we don't always use it. Often, faster, automatic systems take over.



KEY IDEA:

The brain balances logic and emotion — but emotion often wins.

3 COMMON BIASES

Biases are mental shortcuts. They help us decide faster, but can also lead to mistakes.

Confirmation bias We notice what fits our existing beliefs.

Anchoring bias We rely too much on the first piece of information.

Availability heuristic Recent or vivid events feel more likely.

Loss aversion We feel the pain of loss more than the pleasure of gain.

4 EMOTIONS MATTER

Emotions can guide good decisions (e.g., fear → danger, joy → opportunity), but they can also cloud judgment (e.g., anger, stress, anxiety).



FEAR

(be careful)



JOY

(go ahead)



ANGER

(react)



STRESS

(avoid risk)



KEY IDEA:

Emotions aren't the enemy — they're part of the process.

5 SOCIAL INFLUENCE

We often decide based on others — family, friends, culture, or social norms.



KEY IDEA:

We're not just individuals. We're social decision-makers.

6 HOW TO MAKE BETTER CHOICES



Pause

Give yourself time, especially for big decisions.



Question

Check for biases and seek different perspectives.



Listen to your emotions

They give useful information.



Use evidence

Facts + logic = better outcomes.



KEY IDEA:

You can't remove bias completely, but you can be more aware of it.

7 WHY IT MATTERS

Better decisions lead to:

- less regret
- stronger relationships
- greater well-being
- more control over your life



It's not about never making the wrong choice... it's about understanding why you make it.

8 THE BIG PICTURE

Decision-making isn't just a mental process. It's shaped by your brain, your emotions, your past, your environment and the people around you.



Same situation, different people, different minds, different choices.

That's the human brain.



Same brain.
Different stages.
Different challenges.
Same human.

DEVELOPMENT

Not just growing up – but becoming.

Development isn't
a straight line –
it's a complex
mix of biology,
experience,
relationships,
culture and time.

1 WHAT IS DEVELOPMENT?

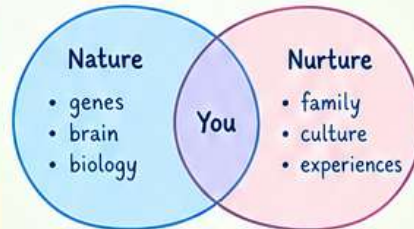
Development is the ongoing process of change – in how we think, feel, behave and relate to the world.



Life isn't a series of stages.
It's a continuous journey.

2 NATURE × NURTURE

Both biology and environment shape development.



It's not "either/or" –
it's both, always.

3 PRENATAL DEVELOPMENT

It starts before birth – from fertilisation to the womb and beyond.



Key factors:

- nutrition
- maternal health
- stress
- environment

Early experiences
can have lasting effects.

4 BRAIN DEVELOPMENT

The brain grows, connects and refines itself – especially in early years, but continues into adulthood.



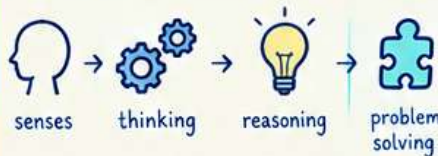
Key processes:

- neuron growth
- synaptic connections
- pruning
- myelination

It's not just about size,
but about better connections.

5 COGNITIVE DEVELOPMENT

We build thinking skills, problem-solving, memory and understanding of the world.



It's not just what we know,
but how we think.

6 SOCIAL & EMOTIONAL DEVELOPMENT

We learn to understand ourselves, others and our place in the world.



It shapes how we connect,
cope and feel about ourselves.

7 ATTACHMENT

Early relationships, especially with caregivers, help us feel safe, build trust and form emotional patterns.



It's influences:

- emotional security
- relationships
- stress response

It's not just about proximity –
it's about feeling seen and safe.

8 ADOLESCENCE

A time of change – physically, emotionally and socially.



- hormones → big mood shifts
- identity → who am I?
- peer influence → belonging
- risk & reward → new choices

It's not just a phase.
It's a major transition.

9 INDIVIDUAL DIFFERENCES

No two people develop in the same way. Genetics, environment, culture, personality and experiences all shape the journey.



There's no single "right" path.

10 PLASTICITY

The brain and behaviour can change throughout life – even in adulthood.



New experiences
can build new
connections,
skills and habits.

It's never too late to learn,
adapt or grow.

11 DEVELOPMENT ACROSS THE LIFESPAN

Development doesn't stop at adulthood.



Each stage brings new strengths,
challenges and opportunities.

Different stages. Different needs.

12 WHAT DEVELOPMENT ACTUALLY MEANS

It's not just about "growing up."
It's about becoming – shaped by biology, experience, relationships, culture and time.



Development is
the story of how we
become who we are.



EMOTIONS

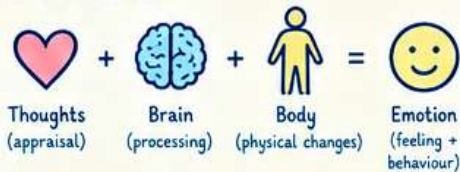
Not just feelings — but signals, messages and a vital part of how we think, behave and connect.

Same brain.
Different emotions.
Different reactions.
Same you.

Not a weakness.
Not "just feelings".
Emotions are information.

1 WHAT ARE EMOTIONS?

Emotions are natural, automatic responses to what we experience, think or remember. They involve changes in your brain, body and behaviour.



Key idea: Emotions aren't just in your head — they're in your whole body.

2 THE BASIC EMOTIONS

Some emotions are universal — often recognised across cultures.



They may look different, but — the core is the same. —

3 WHY DO WE HAVE THEM?

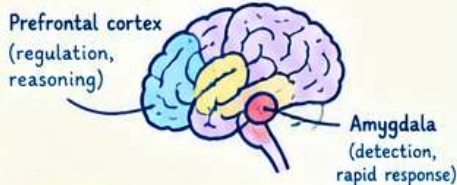
Emotions help us:

- stay safe (e.g., fear → danger)
- build relationships (e.g., love → closeness)
- make decisions (e.g., anger → action)
- adapt to change (e.g., sadness → rest)
- find meaning (e.g., joy → motivation)



4 THE BRAIN BEHIND EMOTIONS

The amygdala helps detect potential threats. The prefrontal cortex helps us regulate and make sense of emotions. Both work together.



It's a team effort — not just "your emotions vs your logic".

5 EMOTIONS & BEHAVIOUR

Emotions shape what you do, often without you realising it.

Feelings	Possible behaviour
• Fear	Avoid, freeze, seek safety
• Anger	Confront, defend, withdraw
• Sadness	Rest, seek support, reflect
• Joy	Connect, explore, take risks

Same situation. Different emotion.
Different response.

6 EMOTIONS & RELATIONSHIPS

Emotions help us connect — and sometimes create conflict.



Understanding emotions leads to better communication.

7 EMOTIONS & MENTAL HEALTH

Emotions aren't the problem. It's how we handle them that matters.



- Suppressing emotions can increase stress.
- Overwhelming emotions can affect thinking and behaviour.
- Emotional awareness and regulation support better mental health.

Feelings are valid.
How we deal with them makes the difference.

8 EMOTIONS ARE COMPLEX

Emotions aren't always simple. They can be mixed, change over time, and depend on context.

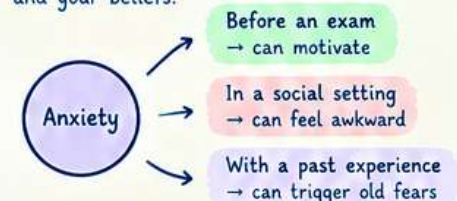


- For example, You might feel happy and anxious at the same time.

There are no "pure" emotions.
Most of the time, it's a mix.

9 THE ROLE OF CONTEXT

The same emotion can feel different depending on the situation, your history and your beliefs.



Context changes the meaning — and the impact.

10 EMOTIONS & GROWTH

Emotions aren't just something you feel — they're something you can work with.

- notice what you feel
- understand what triggers it
- respond, not just react
- build healthier patterns over time



Emotional awareness builds a stronger, calmer you.

11 KEY TAKEAWAY

Emotions are not the enemy, of logic, or a sign of weakness. They are part of what makes you human — and they matter.

Feelings aren't the end of the story.
They're part of it.

12 THE BIG PICTURE

Emotions help you survive, connect, make sense of the world and grow.



Not just what you feel — but how you live, relate and become.



MOTIVATION

Not just about willpower –
it's what gets us started, keeps us going and
helps us choose what matters.

Same brain.
Same you.
Different
reasons to act.

Motivation isn't
a single thing –
it's a mix of needs,
goals, emotions,
beliefs and context.

1 WHAT IS MOTIVATION?

Motivation is the internal and external force that drives us to initiate, continue and complete behaviours.



It's not just about wanting something – it's about taking action.

Key idea: Motivation turns intentions into behaviour.

2 TYPES OF MOTIVATION

Intrinsic
(from within)

- personal growth
- interest
- enjoyment
- sense of purpose

Extrinsic
(from outside)

- rewards
- recognition
- money
- avoiding punishment



Both can work. But intrinsic motivation leads to longer-lasting engagement.

3 THEORIES OF MOTIVATION

Maslow

Hierarchy of needs – from basic survival to self-actualization.

Self-Determination
(Deci & Ryan)

Autonomy, competence, relatedness.

Self-Efficacy
(Bandura)

Belief in your ability shapes effort and persistence.

Expectancy Theory
(Vroom)

Effort → performance → reward.

Different theories, same idea: we act when it feels meaningful, possible and rewarding.

4 WHAT DRIVES MOTIVATION?



Needs

(e.g., food, safety, belonging)



Goals

(what we want to achieve)



Emotions

(hope, fear, excitement)



Beliefs

(self-confidence, self-worth)

It's a combination – not just one thing.

5 THE BRAIN & MOTIVATION



- Dopamine – reward, learning, effort.
- Prefrontal cortex – planning, self-control.
- Limbic system – emotion, drives.

It's not just about dopamine – the whole brain works together.

6 THE MOTIVATION CYCLE



When the reward isn't reached, motivation drops – unless something re-ignites it.

7 WHY IT'S HARD TO STAY MOTIVATED



Fatigue
(mental & physical)



Boredom
(no novelty, no challenge)



Distractions
(competing priorities)



Setbacks
(fear of failure, lack of progress)

It's not a character flaw.
It's a natural part of being human.

8 HOW TO STAY MOTIVATED

- ✓ Set clear, meaningful goals.
- ✓ Break big goals into small steps.
- ✓ Track your progress.
- ✓ Use your environment (less friction, more support).
- ✓ Be kind to yourself (progress, not perfection).

Motivation grows when it feels easier, clearer and more rewarding.

9 MOTIVATION IN DAILY LIFE



Studying
(future goals)



Health
(energy & wellbeing)



Work
(purpose & stability)



Relationships
(belonging & connection)

Same brain. Different goals.
Same need: to feel progress.

10 INTRINSIC vs EXTRINSIC

Intrinsic

- ✓ more persistence
- ✓ higher satisfaction
- ✓ deeper learning
- ✓ greater well-being

Extrinsic

- ✓ quick results
- ✓ short-term focus
- ✓ can reduce intrinsic motivation



Rewards help, but meaning keeps you going.

11 THE BIG PICTURE



Motivation isn't just about doing more. It's about doing what matters – for your goals, your well-being and your future self.

It's not a switch.

It's a system – and you can learn to work with it.

12 REMEMBER

Motivation isn't just willpower.

It's a mix of needs, goals, emotions, beliefs and context.

It can be intrinsic or extrinsic.

It's easier to build than you think.



Small steps.
Real change.



Same world.
Different personalities.
Different reactions.

PERSONALITY

It's not just who you are –
it's how you think, feel and behave, consistently.

Personality isn't
a label – it's a
pattern of thoughts,
feelings and behaviours
over time.

1 WHAT IS PERSONALITY?

Personality is the unique combination of traits, patterns and tendencies that make you, you – and influence how you think, feel and behave across different situations.



Key idea:
It's a pattern,
not a single
behaviour.

2 TRAITS vs TYPES

Traits

- stable tendencies
- continuous
- e.g., openness, conscientiousness

Types

- categories
- fixed groups
- e.g., introvert/extrovert (simple)

Most modern psychology
focuses on traits, not types.

3 THE BIG FIVE

Most widely accepted trait model.

Openness – curious, creative, open-minded

Conscientiousness – organised, responsible, goal-driven

Extraversion – energetic, sociable, assertive

Agreeableness – kind, cooperative, empathetic

Neuroticism – sensitive, emotional, prone to stress

It's a spectrum – not a box.

4 NATURE vs NURTURE

Both genes and environment shape personality.



Nature

- genetics
- temperament
- brain chemistry



Nurture

- family
- culture
- experiences

It's not nature or nurture.
It's both – interacting.

5 IS PERSONALITY FIXED?

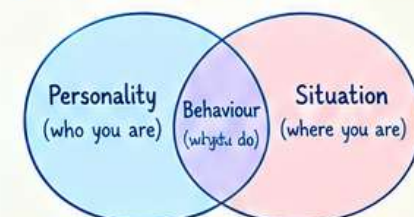
Personality shows stability over time, but it can also change – especially during major life events, with new experiences or through intentional effort.



You're not stuck
with who you were.

6 PERSON × SITUATION

Your behaviour depends on both your personality and the situation.



Same person. Different situation.
Different response.

7 ASSESSING PERSONALITY

Psychologists use tools like:



Questionnaires
(e.g., Big Five inventory)



Interviews
(structured or open-ended)

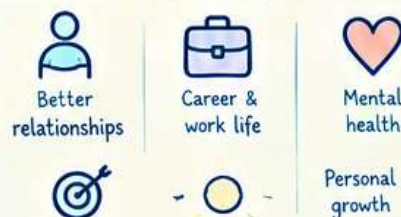


Observations
(behaviour in real life)

It's a process, not a one-time label.

8 WHY IT MATTERS

Understanding personality helps with:



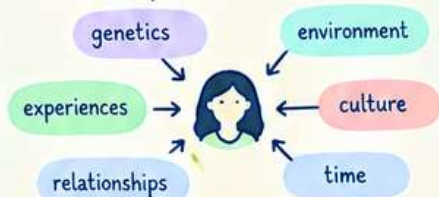
It's not about changing who you are.
It's about understanding and using
your unique pattern.

9 COMMON MYTHS

- ✗ "Introverts don't like people."
✓ They just recharge differently.
- ✗ "Personality is set in stone."
✓ It can change over time.
- ✗ "You can tell someone's personality just by their behaviour."
✓ Behaviour ≠ whole personality.
- ✗ "There's a 'good' and 'bad' personality."
✓ All traits have both strengths and costs.

10 THE PERSON IN CONTEXT

Personality works best when we look at the whole picture –



Same personality. Different contexts.
Different outcomes.

11 THE BOTTOM LINE

Personality isn't a fixed label.
It's a dynamic mix of:

traits + experiences
biology + environment
past + present + future



Same you.
Always evolving.

12 REMEMBER



Personality isn't a box,
a stereotype or a destiny.

- ✓ It's a pattern, not a single behaviour.
- ✓ It's shaped by both nature and nurture.
- ✓ It can change, especially with new experiences and choices.
- ✓ It's more than just what you do – it's how you do it, think it and feel it.

Understand your personality.
It helps you understand life.



SOCIAL PSYCHOLOGY

We're not just individuals —
we think, feel and behave in a social world.

Same brain.
Different people.
Bigger picture.

Others influence
our thoughts,
feelings, choices
and even our sense
of self.

1 WHAT IS SOCIAL PSYCHOLOGY?

Social psychology studies how people think, feel and behave in the presence of others — and how others influence us.



Key idea: We are social beings.
Our behaviour is shaped by others.

2 SOCIAL INFLUENCE

People around us can change what we think, feel and do — sometimes without us even noticing.



Key idea: Influence can be subtle, intentional or unintentional.

3 CONFORMITY

We often adjust our behaviour to fit in with a group — even when we disagree.



Key idea: We conform to get acceptance, avoid rejection or reduce uncertainty.

4 OBEDIENCE

We sometimes follow orders from authority figures, even when we know they are wrong.



Key idea: Obedience isn't just about fear — it can also be about trust, professionalism or the desire to do what's right.

5 GROUPS & SOCIAL IDENTITY

We behave differently in groups. We also see ourselves as part of groups — and this shapes our identity.



Key idea: Group membership gives us identity, support and meaning — but can also lead to favouritism and prejudice.

6 ATTITUDES & PERSUASION

Attitudes are our learned evaluations of people, ideas or things — and they influence our behaviour.



Key idea: Persuasion works best when it's relevant, credible, emotional and repeated (for the right reasons).

7 ATTRACTION & RELATIONSHIPS

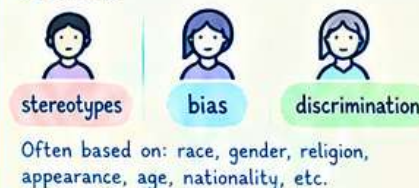
We are drawn to people who are similar, kind, confident and supportive — but also to those who are different.



Key idea: Relationships are built on a mix of similarity, attraction and shared experiences.

8 PREJUDICE & DISCRIMINATION

We sometimes judge others based on stereotypes — which can lead to unfair treatment.



Key idea: Prejudice isn't about facts — it's about quick, often unfair, assumptions.

9 PROSOCIAL BEHAVIOUR

We also care about others. People help, share and cooperate — even when there's no direct benefit.



Key idea: Empathy, values, and a sense of belonging can motivate prosocial behaviour.

10 SOCIAL COGNITION

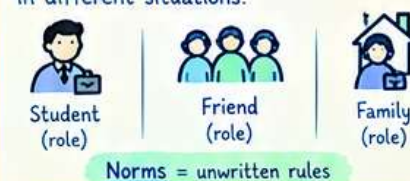
We form impressions, make attributions and build our understanding of others — often quickly and imperfectly.



Key idea: Our minds use shortcuts. They help, but they can also be wrong.

11 ROLES & NORMS

We learn how to behave through social rules and the roles we play in different situations.



Key idea: Roles and norms give structure to social life — but they can also create pressure and limit authentic behaviour.

12 THE BIG PICTURE

Social psychology helps us understand conflict, cooperation, prejudice, relationships, and the power of groups.



Key idea: Change starts with awareness — of ourselves and of the social world we live in.



STRESS & COPING

Stress is not the problem —
how we respond to it makes the difference.

Same world.
Same challenges.
Different
coping styles.
Different outcomes.

Stress is a part
of life. Coping
is a skill —
and it can be
learned.

1 WHAT IS STRESS?

Stress is your body and mind's response to demands, challenges or changes. It can be physical, mental or emotional.



Not always
bad — it can
also motivate
and focus you.

Key idea: Stress = response,
not the actual event.

2 TYPES OF STRESS

Acute

- short-term
- e.g. exam, deadline



Episodic

- repeated
- e.g. frequent worries



Chronic

- long-term
- e.g. ongoing pressure



Key idea: Chronic stress harms
health more than short-term stress.

3 HOW STRESS AFFECTS YOU



Mind — anxiety, poor focus,
negative thoughts



Body — sleep issues, tension,
low immunity



Emotions — irritability, mood swings,
low motivation



Behaviour — overeating, avoidance,
procrastination

Key idea: Stress affects your whole system.

4 COMMON COPING STYLES

Healthy / Adaptive

- ✓ problem solving
- ✓ seeking support
- ✓ mindfulness
- ✓ positive reframing

Unhealthy / Maladaptive

- ✗ avoidance
- ✗ substance use
- ✗ overthinking
- ✗ self-blame

Key idea: Coping can help or harm —
it depends on the strategy.

5 PROBLEM-FOCUSED vs EMOTION-FOCUSED COPING

Problem-focused

- change the situation
- e.g. plan, take action, seek solutions



Emotion-focused

- manage emotions
- e.g. breathe, journal, seek support



Key idea: Both can be useful —
it depends on the situation.

6 THE ROLE OF SUPPORT



- friends & family
- supportive colleagues
- professional help

Key idea: You don't have to
handle everything alone.

7 MINDFULNESS & STRESS



- calms the mind
- reduces overthinking
- improves focus
- increases emotional balance

Key idea: Mindfulness brings you
back to the present — and that helps.

8 BUILDING RESILIENCE



accept
what you
can't control



focus on
what you
can change



stay
connected



keep
growing

Key idea: Resilience isn't about
avoiding stress — it's about bouncing
back and moving forward.

9 WHEN TO SEEK HELP



If stress feels overwhelming
or constant



If it affects your sleep, appetite
or relationships



If you feel hopeless, numb
or out of control

Key idea: Asking for help is a sign
of strength, not weakness.

10 REAL-LIFE EXAMPLES



Student
manages exam
stress with a
study plan.



Uses exercise
to handle
work pressure.



Talks to a friend
instead of
bottling up
feelings.

Key idea: Small, consistent actions
make a big difference.

11 REMEMBER

- ✓ Stress is a normal part of life.
- ✓ Your response matters more than the stressor.
- ✓ Healthy coping builds well-being.
- ✓ You can learn new coping skills.
- ✓ Support helps.

Not less stress,
but better ways to handle it.



12 THE BIG PICTURE



Stress will come.
Coping gives you
control, balance
and a healthier,
happier you.

It's not about avoiding life's
challenges — it's about building
the tools to handle them.



YOU'VE REACHED THE FOUNDATIONS.



These 20 visual guides introduced some of the core ideas psychologists use to understand human behaviour.

This is only the beginning of the
wayOFpsychology journey.

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