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Introduction

About This Book

The activities provided in this booklet are created to enrich psychology classes. They provide hands-on activities and demonstrations that engage students in the active study of psychology through experimentation.

This volume introduces the basic concepts of self-discovery, experiment methods, and statistics. These activities clarify the terms, procedures, and means to analyze experiments that students either perform or learn about through class and readings.

These psychology activities were created during the development of an experimental psychology course for a high school classroom. The suggestions provided in textbooks and other supplemental material did not offer the hands-on, experimental approach sought by the course instructor. As the class was to be taught in a school utilizing block scheduling (ninety and seventy-five minute classes), lessons that kept students active and interested while demonstrating the key components of psychology were developed. The classroom lessons and materials were used and refined over a two-year period during which four sections of the new psychology course were taught.

The essential goals for each activity were to make them easy to use, to involve and engage the students, and to clarify key psychology concepts.

The topics covered in this booklet, and other *Psychology Activities* volumes, parallel general Psychology textbooks and should be used as a supplemental aid. The activities and demonstrations clarify basic psychology concepts and allow students to see the effect or impact of a concept first hand.

All lessons were created with the teacher and student in mind. The purpose for each lesson is clearly stated and a specific list of materials required for each lesson is provided. Procedures are written in a step-by-step format to allow for easy implementation into a block or typical schedule format. The discussion questions provide closure to the activity and can be done as a class or as individual work to check for student understanding. Hints or tips are offered throughout the booklet to assist teachers in adapting lessons to fit their needs or the ability level of students. The Glossary, which concludes each booklet, defines psychology and experiment terms used throughout the lessons. Student handouts include all necessary instructions and directions as well as material to assist in data collection. Finally, the material is organized in such a way that incorporating the lessons into an existing curriculum is easy and enjoyable.

Current research indicates that students who are actively engaged in the learning process retain information better than those who are passive participants in the

classroom. *Psychology Activities* was created with this concept in mind. The hands on approach to Psychology that this booklet offers will spark and maintain student interest. Being involved as subjects and experimenters allows students to become an active part of their own learning. Participation in these activities also provides students with an episodic memory of a classroom experience, strengthening the concepts being taught and therefore improving learning. Most importantly, when students are actively engaged, they have more fun. These activities make the study of psychology an enjoyable experience for everyone!

About the Author

Kathleen M. Glusick graduated from the University of Wisconsin – Madison with a Bachelor’s degree in Broad Field Social Studies and a minor in Psychology. She completed her Master’s of Education through Cardinal Stritch University in Milwaukee, Wisconsin. She taught World Cultures, Citizenship, Sociology, and Experimental Psychology during her high school teaching career. After completing her thesis, *The Impact of Brain-Compatible Physical Structures on Classroom Learning*, Peanut Publishing was created to enhance involvement in the classroom by providing teachers with student centered activities.

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Self: What's in a Picture?

Purpose:

- Introduce students to each other – ice breaker
- Introduce concepts of self
- Demonstrate weakness/flaws in self-interpretation and subjectivity
- Introduce sample tool for use in future experiments

Materials:

- Picture Interpretation Test (p. 2)
- Procedure Instructions (below)
- Discussion & Analysis (p. 3)





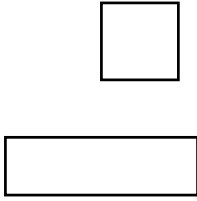
Procedure:

- Explain to students the importance of honesty and knowing/being aware of one's self when conducting experiments and studying psychology.
- Discuss the difference between objectivity and subjectivity.
- Hand out the Picture Interpretation Test and explain the following to the students:
 - ✍ You should draw a picture in each of the six boxes, incorporate the drawing in the box into your picture.
 - ✍ There are no right or wrong answers.
 - ✍ You should not look at anyone else's drawings, nor show others your drawings
 - ✍ For the fifth box, draw whatever comes to mind.
- Give students enough time to complete their illustrations thoroughly in class, or allow them to take the sheet home to work on overnight.
- When students return, go through the Discussion & Analysis discussion.

Name : _____

Self: Picture Interpretation Test

Draw a picture in each of the six boxes below. The figures in the boxes should be somehow worked into your drawing. Draw whatever comes to mind for the fifth box. There are no right or wrong answers so do not be influenced by what other people draw.

① 	② 	③ 
④ 	⑤	⑥ 

Discussion and Analysis

- The following interpretations are suggested for the boxes, there is NO psychological meaning or accuracy in these interpretations. This is purely an exercise for discussion:
 - ① This box indicates conformity. Conformity would be indicated if horizontal lines were drawn (making a ladder), nonconformity would be indicated if anything else was drawn.
 - ② This box indicates self-centeredness. If the dot was the center of the drawing, it indicates a self-centered person.
 - ③ This box indicates interest in nature. If other flowers or a nature scene was drawn, it indicates a nature-lover.
 - ④ This box indicates motivation or attitude. Any illustration continuing the upward focus indicates a positive attitude and high motivation. Any other illustration could indicate a negative or not highly motivated attitude.
 - ⑤ This box indicates creativity. A design that is detailed and original shows more creativity than a basic or routine drawing (i.e. a smile, flower, etc.).
 - ⑥ This box indicates structure. A design that continues with straight lines indicates a structured person, something deviating from that indicates flexibility.
- Discuss the following questions with students:
 - ↘ Do the suggested interpretations make sense? Where do they come from?
 - ↘ Are the suggested interpretations accurate?
 - ↘ How is this a subjective measure?
 - ↘ Could this be a reliable and/or valid measure in an experiment?
 - ↘ What are some problems or flaws with this “test?”