

4-30-2014

Experiencing Psychology: AP/IB Psychology for High School Students

Tracy Ksiazak
Converse College

Mary Ford
Southside High School

Ansley Taylor Corson
Converse College

Follow this and additional works at: <http://digitalcommons.wofford.edu/avdproject>

 Part of the [Psychology Commons](#)

Recommended Citation

Ksiazak, Tracy; Ford, Mary; and Corson, Ansley Taylor, "Experiencing Psychology: AP/IB Psychology for High School Students" (2014). *Arthur Vining Davis High Impact Fellows Projects*. Paper 29.
<http://digitalcommons.wofford.edu/avdproject/29>

This Article is brought to you for free and open access by the High Impact Curriculum Fellows at Digital Commons @ Wofford. It has been accepted for inclusion in Arthur Vining Davis High Impact Fellows Projects by an authorized administrator of Digital Commons @ Wofford. For more information, please contact stonerp@wofford.edu.

High Impact Fellows Project Overview

Project Title, Course Name, Grade Level

Experiencing Psychology
AP/IB Psychology for High School Students
Grades 11-12

Team Members

Student(s): *Ansley Taylor Corson (Converse College)*

High School Teacher: *Mary Ford*

School: Southside High School

Wofford Faculty: *Tracy Ksiazak (Converse College)*

Department: Psychology

Brief Description of Project (<150 words)

We developed a series of experiential activities to increase students' analysis, synthesis, and evaluation of psychology concepts. These application activities can enhance existing curriculum units on Personality, States of Consciousness, and Dysfunctional Behavior. Three lessons are presented. The first is a lecture and partner application activity that can serve as a bridge between a curriculum unit on States of Consciousness and a curriculum unit on Personality. In this partner application activity, students record their dreams, then work with partners to analyze those dreams from the perspectives of Sigmund Freud, Carl Jung, and the modern psychologist Clara Hill. The second activity is a discussion and debate exercise to encourage students to explore issues surrounding controversial changes to the new DSM-5. The third activity is a DSM-5 psychological disorder role-playing activity, in which students learn about criteria for various mental disorders and do small-group role-plays from the perspective of each disorder.

List of Materials Required and Costs, if Applicable:

Paper

Student Journals

Desk Reference to the Diagnostic Criteria for the DSM-5, \$50