

Psychology 12

Non-Fiction Book Club Assignment

The goal of this assignment is for you to explore, in depth, a current topic in the field of Psychology, through the reading of a non-fiction book. Psychology is an extremely diverse and rich field of study. This assignment will allow you to learn more about an area that you find interesting.

After reading the book you and your fellow group members will be responsible for creating a lesson to teach the class. You must find an **ENGAGING and INTERESTING** way to teach our class the main ideas from your book.

Time Frame: We will dedicate the last two weeks of the semester to this pursuit. Presentations will take place on Jan 20 and Jan 22, the double block set aside for exams. Sign up on Board.

Book Choices:

- The Psychopath Test by Jon Ronston
- The Brain That Changes Itself by Norman Doidge M.D.
- Brain Rules by John Medina
- You are Not So Smart by David McRaney
- An Anthropologist on Mars: 7 Paradoxical Tales by Oliver Sacks
- The Boy who was raised as a dog by Bruce Perry
- The Social Animal by David Brooks
- Me, Myself and Them by Kurt Snyder
- OTHER: I am open to other titles but be sure to **check with me first** (Past Books include- the Lucifer Effect, Quiet, Blink)

***You are responsible for buying or finding your own copy of the book from the library and for bringing it to class.** There are also copies of most of these books in the school and public library - so check these options out before coming to see me. There are also many digital versions available too.

Assignment Outline: Together with your group you are responsible for **READING THE BOOK**, and then together **planning and teaching a 25 minute lesson on your book**. 25 minutes is a pretty long time, so you must find a way to keep the class interested while at the same time instructing us on your topic, note: standing up and lecturing for 25 minutes tends to get a little boring....

Some teaching ideas you may want to consider to keep your audience engaged:

- Videos or clips of videos on the topic or of the author discussing the book or topic
- Create an interactive game for the class to play which helps explain the book
- Involve the class in questions, worksheets, or activities
- Class Discussion (be sure to have thought provoking questions)
- Images/ power-point or other tool to showcase pictures
- Use personal stories and experiences to help explain your topic
- Bring in a guest speaker
- Create and perform a skit
- Bring articles or readings for class
- Do a mini in class experiment or demonstration

Marking Guide:

	Content	Presentation	Team Work	Preparedness
Exceeds Expectations (A range)	Clearly covered ideas in book. Brought in extra material to help explain content. Showed an excellent understanding of the content of the book. Connected book to the study of human behaviour (ie: Psychology!)	Presented material in a manner that was fun and interesting for class. Made topic compelling for audience. Creative and or engaging presentation. Students were interested in learning and participating in presentation.	Always used class time effectively. Group work was fairly distributed. Worked well with each other, found ways to creatively problem solve with issues arose.	Project was done on time. Group was completely ready and had all relevant materials ready to go on presentation day. Presentation went smoothly and showed clear evidence of being well planned and rehearsed.
Meets Expectations (C-B range)	Main topics of the book were covered. Understanding was demonstrated, but there were some areas that needed extra work to demonstrate a stronger understanding of the topic. Connected book to the study of human behaviour (ie: Psychology!)	Presented material in a somewhat engaging and interesting manner. Some but not all of the presentation was engaging and presented in an interesting manner.	Group worked hard and for the most part were on task.	Project was done on time. Group was prepared and ready to go in most areas.
Does Not meet Expectations (Incomplete, you will need to re-do the assignment)	Did not adequately demonstrate that the presenters understood or read the book.	Presentation lacked planning and or organization.	Poor team work demonstrated. Group did not meet or use class time effectively.	Group was not prepared.

· **I expect EVERYONE in this class to meet or exceed expectations** for this project. If you are having difficulties with the reading, your group or any other are of the assignment YOU need to SEE ME so that we can work together to come up with a solution. If you find yourself in this situation see me as soon as possible. I will not be very sympathetic if you tell me things are not working out the day the project is due.

· **Part of your mark is a group mark - See above Rubric, and part of your mark will be based on individual responses and weekly assignments on the book.**

Step 1 - Jan 6th

Meet as group, introduce yourselves. Choose a recorder- the recorder needs to record and then hand in the group's responses (do not need to be word for word)

1. Why did you choose this book?
2. Everyone share one question that they hope is answered by the book.
3. Come up with a plan for reading the book. Eg. How much does the group need to have read for each meeting date? Write down your reading schedule also- make sure that everyone marks the reading schedule on this hand out.
4. Recorder hand in notes from today as well as a copy of the reading schedule for me to see.
5. Read, Read, Read!

Step 2 - Jan 8th

Each person needs to bring a completed **Connections and Questions** hand out from this week's reading.

Choose a different person from last time to be the recorder. Recorder needs to record and then hand in the group's responses (do not need to be word for word)

1. After reading through the first section, what is the author's purpose in writing this book? What is the author exploring?
2. Discuss Connections (Does the book remind you/ make you think of anything you have read before?)

3. Everyone asks one of their questions (the same question can not be asked twice) You do not need to know the “right” answer, as there may not be one, discuss each question as a group.

4. Recorder hand in today’s meeting notes, as well as each person’s **Connections and Questions** hand out.

Step 3 - Jan 10th

Each person needs to bring a completed **What I think of the book so far** hand out from this week’s reading.

Individual Response:**What I think of the book so far: (Responses should be approx. 1 paragraph)**

1. Summarize what the book is about so far.
2. Is the author making good points? Do you agree with them? Why or why not?
3. What is the most interesting or thought provoking thing you learned in this week’s reading? (Provide a summary as well as a specific page # and location on page. (Eg. On pg. 13, paragraph 2, Author X writes that..... I found this interesting because.....

GROUP RESPONSE

1. Choose a new person to be the recorder. Recorder needs to record and then hand in the group’s responses (do not need to be word for word)
2. Take some time to talk about what your impressions of the book are. Is the author making good points? Do you agree with them? Why or why not? What areas do you wish they would explore more, or talk about less?
3. Recorder hand in today’s meeting notes, as well as each person’s **What I think of the book so far assignment**.

Step 4 - Jan 13

Each person needs to bring a completed **Key Ideas and Questions OR a Connections and Questions** hand out from this week’s reading.

Choose a different person from last time to be the recorder. Recorder needs to record and then hand in the group’s responses (do not need to be word for word)

-Discuss key ideas

-As a group decide what you think are the top THREE main ideas from this section

-Everyone asks one of their questions (the same question can not be asked twice) You do not need to know the “right” answer, as there may not be one, discuss each question as a group.

-Recorder hand in today’s meeting notes, as well as each person’s Key Ideas and Questions hand out.

Step 5 - Jan 15

Each person needs to bring a completed **Key Ideas and Questions** hand out from this week’s reading.

1. Choose a new person from last time to be the recorder. Recorder needs to record and then hand in the group’s responses (do not need to be word for word)
2. Discuss the key ideas from this week’s reading.
3. As a group decide what you think are the **top THREE main ideas** from this section
4. Everyone asks one of their questions (the same question can not be asked twice) You do not need to know the “right” answer, as there may not be one, discuss each question as a group.
5. Take some time to brainstorm your final presentation. What do you plan on doing, how do you plan on dividing the work to make this happen? Come up with a short outline for your presentation (does not need to be exact- but I am looking for evidence of thought and planning)
6. Recorder hand in today’s meeting notes, as well as each person’s Key Ideas and Questions hand out.

Step 6 - Jan 16

Each person needs to bring a completed **Connections and Questions** hand out from this week’s reading.

1. Choose a new person from last time to be the recorder. Recorder needs to record and then hand in the group’s responses (do not need to be word for word)
2. You should be nearing the end of the book by now. What questions are you still hoping will be answered by the end of the book?
3. What have you found most surprising or interesting about this book?
4. What have you read so far that you think you will be able to apply to “real” life?

5. Take some time to plan your final presentation. Do you foresee any problems with your presentation? How can you overcome these?

6. Recorder, hand in notes from today's meeting.

Step 7 - Jan 17: Book should be read by this date

Each person needs to bring a completed **Final Reading** assignment.

Individual Response: **Final Reading Assignment. (Responses should be approx. 1 paragraph)**

Now that you have finished reading the book answer the following questions:

1. What was the most interesting things that you learned?
2. What was your overall impression of the book?
3. How can what you read connect to the study of human behaviour? (Come up with 2-3 specific examples)
4. Find one way that you can apply something that you learned to your own life. (This can be something that you will now DO differently, or if can simply be a new way of thinking about something).

GROUP RESPONSE

1. Choose a new person from last time to be the recorder. Recorder needs to record and then hand in the group's responses (do not need to be word for word)

2. Final discussion- What were your overall impressions of this book? Did you like it? Learn something from it etc..?

3. Today should be spent planning for your presentation. If you anticipate any problems or need help with organization or ideas be sure to talk to me!

Individual Response: **Connections and Questions:** After completing the reading for this week fill in the chart below.

Name: _____

Connections: Make 3 (minimum) connections between what you read and something else that you have thought, seen, heard, etc... E.g. __ made me think of__ because __ OR _____ reminded me of _____	Questions: Think of 3 (minimum) questions for this week's reading. These can be any sort of question that you had while reading the book.

Individual Response:**Key Ideas and Questions:**After completing the reading for this week fill in the chart below.

Name: _____

Key Ideas: Summarize 3 (min) main ideas from this week's section.	Questions: Think of 3 (minimum) questions for this week's reading. These can be any sort of question that you had while reading the book. E.g. I wonder why....