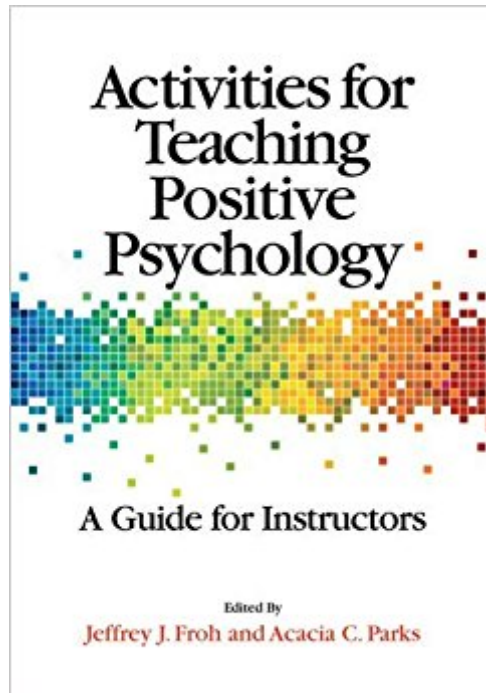


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Activities For Teaching Positive Psychology: A Guide For Instructors



Synopsis

Positive psychology is a rapidly expanding area of study that is of great interest to students at the graduate, undergraduate, and high school levels. But the field is so broad that teachers who want to cover all the bases when designing a positive psychology course may have difficulty locating and selecting materials. *Activities for Teaching Positive Psychology* addresses this problem by presenting a comprehensive set of fun, interactive classroom activities devised by contributors who are experienced teachers as well as leading scholars in their areas. Chapters cover all the topics typically included in existing positive psychology textbooks, emphasizing the hands-on experience that makes positive psychology courses so powerful. Extensive reading lists point interested readers towards a fuller understanding of the topics. The book is a rich source of ideas for all teachers of psychology, from novice to experienced instructors.

Book Information

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Customer Reviews

This book was a lifesaver for me. I use a pedagogy called team-based learning in which students are assigned permanent teams at the beginning of the semester and do most of their learning through team activities. I do little lecturing; most classroom time is activity-based. That being said, developing interesting, creative, and thought-provoking activities is not my strength. "Activities for teaching positive psychology" was released a few weeks before my spring 2103 Positive Psychology course, and I used at least one activity from the book each week. A weekly three hour session is a lot of time to fill with activities; yet students said that time flew by because they were always doing something interesting (I should note that there were 48 students in the class). By the

end of the course I had tried 13 of the 25 activities in the book. Some of them needed to be modified for use as team activities; I used others as written. Some of them worked extremely well, others didn't, but even those that didn't work as planned still generated worthwhile discussions. For example, the "Heart rate variation with positive psychology exercises" activity didn't generate a change in average heart rate as a result of the different stimuli I presented, which was disappointing. But the class had a great discussion about why the activity might not have worked, providing them the opportunity to make connections to what they knew about research methodology. Most activities were quite successful. Students completed "The savoring expedition: An exercise to cultivate savoring" and wrote about their experience in a journal entry. I was impressed by the seriousness with which they approached this activity and how much they learned through doing it.

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