

# Lesson Plan

**NEUROHEADWAY**

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Neuroscience Into Education

### Aims:

- Understanding the concepts of conscience / consciousness and the brain.
- To consider the responses to having a conscience.

### Resources:

- PowerPoint
- A4 paper, worksheets
- **Please note: Work through the PowerPoint – all student tasks are on power point.**

### **Activity 1: Emotive Words (10 mins)**

Looking at the list of emotive words and putting them in either the positive or negative columns.

**Bitesize Topic:** You and happiness

Write down on paper

- What do you think is a happy person?
- Do you consider yourself to be a happy person?
- What aspects do you think are missing in your life that would make you totally happy?
- Do you enjoy the company of people who are not happy?

### **Activity 2: Observation of Thoughts (10 mins)**

Ask students to complete the exercise on the slide, writing additional thoughts and ideas on the white board, link in with the bitesize topic. Compare thoughts and ideas in class discussion

After this activity students may wish to share their thoughts.

**Activity 3 – What have we learnt today? Class Discussion (10mins)**

- As a class discuss the PowerPoint and include the following questions
- What is happiness?
- What are the characteristics of happy people?
- How do optimistic people think?
- In what brain area is the Centre of Happiness? (optional)

# Power point Example

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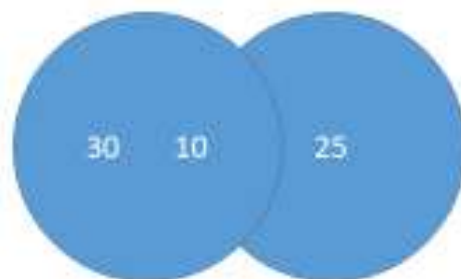
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## Activity 1

There are 50 chocolate candies in a box, 30 of them are caramel filled chocolates, 25 of them are coconut filled chocolates, 10 have both fillings, the rest are just plain chocolate.

A Caramel

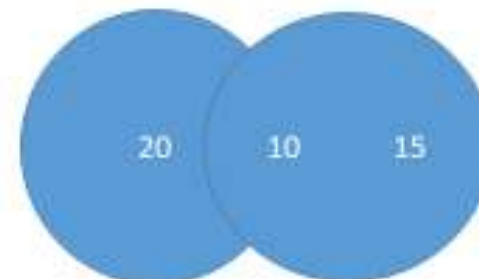
Coconut



50

B Caramel

Coconut



5

Which diagram indicates exactly what is in the box?

# Let's Think ...Why are Arguments Important?



- **Arguments** are crucial for Science, Mathematics, Philosophy, Politics, Religion and many other areas.
- They are important because they advance knowledge.
- They make our own process of reasoning clear.
- They allow us to evaluate **reasons** for beliefs, views and theories.

## Activity 2

### Observation of Thought

Over 2 minutes pay attention to your thoughts. Notice whether they are Positive or Negative.

| POSITIVE | NEGATIVE |
|----------|----------|
|          |          |

How many thoughts did you notice altogether?

How many of those thoughts were positive? **Give your answer as a fraction.**

How many of those thoughts were negative? **Give your answer as a fraction.**



## Why is Logic about Arguments?

- Some arguments are clearly **Poor**
- Some arguments are **Good**
- Logicians want to know how to distinguish good arguments from bad ones.



## Let's Think Again ....

There is an episode of the **Office** in which the main character Michael Scott is driving according to the directions given on his GPS (satellite navigation system).

At one point the Gps instructs him to turn right rather than following the road as it bends to the right, rather than watching the map that shows the slight right, rather than applying any sort of logic at all, he turns immediately to the right and drives his car into a lake.

This is a TV programme, but I think it helps us see the point that learning how to think logically and apply reasoning to real life situations is essential.

# Teachers Evaluation and Handouts

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## **Teacher Evaluation Assessments**

1. How challenged by the work did the pupils appear to be?
2. Did pupils ask any questions?
3. Were those questions covered in the materials?
4. Did the pupils engage enthusiastically in the activities?
5. Did any student lose interest at any point?
6. Which point do you think the lessons are age relevant?
7. Was the pace of the lesson suitable for the students?
8. Would the Teacher like more Animation / more Activities introduced?
9. Key Metrics, for Teachers to monitor in each child, over a set number of weeks
  - Growth Mind-set
  - Perseverance
  - Empathy

- Gratitude
- Active Listening
- Participating in Class
- Working Hard
- Helping Others
- Leadership
- Grit