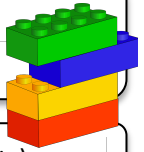


TOPIC: NEUROPSYCHOLOGY: PART 1 - Terms 1 & 2 (YEAR 9) LEARNING CONTEXT: Every Monday single lesson – neuropsychology focus

ENGAGE

OVERALL AIM: explain how our brains work using evidence from psychological research and students' own experiences

KEY QUESTIONS: How is our brain structured? How do parts of the brain influence actions & behaviour? Can we improve our brain?



BUILDING BLOCKS (engage & interest): How can we train our brain? (focus, mindfulness), structure of the brain (creating a model identifying different parts).

EXPLORE & ENJOY

Master class: The brain & history of research into it. Recap on how the brain works.

Learning Activities:
Research: how is the brain structured and what does each lobe do?

Building: use knowledge of brain to make a plasticine brain with different lobes. Try without using a diagram.

Master class: VIDEO
Brain Games: S3 Ep 6
What's Going On- special awareness & memory

Learning Activities:
Read pages 122-123 and discuss the role of the hippocampus and memory.

Building: the living brain
CHOOSE: Create a character with damage to each part of brain **OR** draw a brain detailing what damage can lead to.

Master class: VIDEO
Brain Games: S3 Ep 4
Battle of the Ages – how does our brain develop?

Learning Activities:
Research: how does the brain develop & change with age? Find diagrams as well.

Building: Create a comic strip that shows how the brain develops with age (use your research to support your drawings).

Master class: VIDEO
Brain Games: S3 Ep 7
Retrain the Brain- improving your brain

Learning Activities:
Research: what is neuroplasticity? What evidence is there that we can rewire our brain? Watch clip on this.

Building: Write a letter to yourself with promise of how you are going to rewire your brain.

Master class: VIDEO
Brain Games: S3 Ep 5
Stress Test: how does stress affect our brain?

Learning Activities:
What is happening in the brain? Explain the amygdala & its role. Watch the TED Talk 'How to Make Stress Your Friend'.

Building: Dealing with stress - write a guide to dealing with stress.

EVALUATE

AfL (incremental progress)

Point out lobes to partner & explain their role.

AfL (incremental progress)

Students explain their brain creations to each other.

AfL (incremental progress)

Peer feedback on comic strips.

AfL (incremental progress)

Teacher feedback on letters

AfL (topic progress)

Peer feedback on stress guides



CHALLENGE OPTION

Watch suggested TED Talks or clips on the brain

CHALLENGE OPTION

Purple box "something to think about" on page 124.

CHALLENGE OPTION

Watch suggested TED Talks or clips on the brain

CHALLENGE OPTION

Create a morning routine to retrain your brain.

CHALLENGE OPTION

Help a friend to deal better with stress.

INTERLEAVING FOCUS (which topics are we going to rehearse to strengthen retrieval from long term memory & identify gaps in learning?):

Sessions link to the **memory unit** and reinforce the key theories and studies in this unit.

