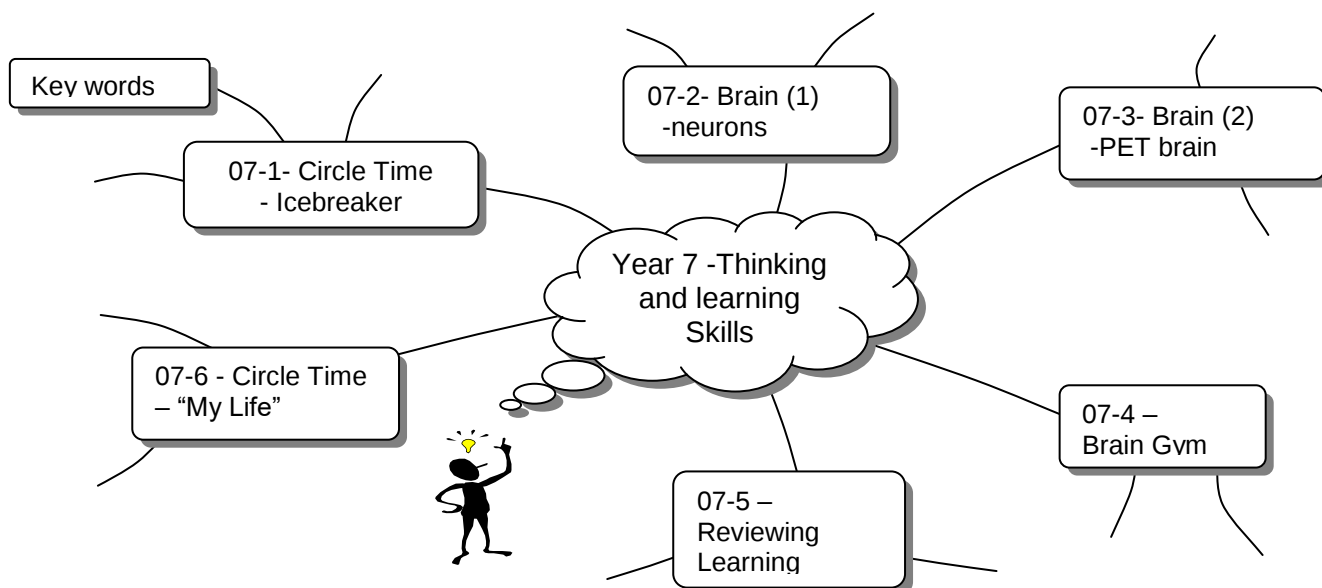


Resources... - Laptop + projector / OHP - Worksheet, scissors, glue	Key Words... Primitive brain, Emotional brain, Thinking brain, Cortex, Neurons,	Thinking Skills BL2 TL3
Learning outcomes : I will be able to.... (IWILBAT) Homework....	- name the 3 main parts of the brain, andsay what each part of my brain does Task 3 and 7 (extension)	
Setting up the lesson... 1.Starter (5 mins) 2.Main part a....(15 min) b. (15 min) c. (5 min) Homework - reminder (needs some discussion - 5 min?) 3. Plenary (5 min)	copy.... lesson title.....aims.....key words.....Homework Homework...from last lesson... ready to hand in 3 things from last lesson...noted in Ex. book Brain Booster Ask the Question..."How does the Brain handle these different experiences?"... return to these in the Plenary ! - Give a shock...clap your hands in front of a student's face - Tell a joke..."Knock Knock"....."Who's there?"..... "What letter comes after "G"? - Can you shut your eyes and visualise a daffodil? Presentation.... explain the PET brain.....optional part 2 on L/R brain dominance...see the notes 2. Worksheet - cut'n'stick or write in the answers Students should be checking their knowledge, and testing each other to practise it. Remind them that this will strengthen the connections at the SYNAPSES, and prevent the NEURONS dying ! Add to the "Big Picture" in students' Ex. books...on A3 Take some ideas to get students started on this. - what do we do know now that we didn't before? - can students now answer the Starter questions? 1 thing from the lesson - Teacher give some jobs the different parts of the brain do ...students identify the correct part of the brain. - who has done well in the lesson? --> merits	
And next lesson...	Are there any exercises that help our brains learn?... Brain Gym	

Thinking Skills - Brain (2)



Guidance on this Lesson

This is the 2nd Brain learning lesson – looking at the structure and organisation of the whole brain.

Do one of the **Brain Booster** exercises at the start of this lesson, and at some suitable point mid-way, to refresh and re-focus. Teach students the rhyme that goes with the exercise.

Lazy 8s	Double Doodle	Arm Activation	Hook Ups	Balance Buttons
"To read and write, and do well in a test, Lazy 8s is the very best."	"Links hand and eye, helps writing too, Double Doodle is the one for you."	"At any time, to relax and feel great, all you do is Arm Activate."	"It's easily done, there's no hocus pocus, Hook Ups help me to listen and focus."	"To think and remember, and do well in PE, Balance Buttons is the one for me."

Starter...try these things to illustrate each part of the Brain at work....

1. Give a shock...clap your hands in front of a student's face *(Primitive...brain stem)*
2. Tell a joke..."**Knock Knock**"....."Who's there?"..... "**Bool**"....."Boo-who?"..... "**Don't cry – it's only a joke!**" *(Emotional....mammalian)*
3. "What letter comes after "G"?" *(Left side of cortex...sequencing)*
4. Can you shut your eyes and visualise a daffodil?*(Right side of cortex...colour/shape)*

Main

1. Show the **Presentation** (PowerPoint / OHTs)...describe the organisation and the work of each part....if you can use PowerPoint, there's more you can do, and it's animated, which will engage students and help them learn and practice. But you'll need to go through and practise the PowerPoint presentation.

There's a lot of stuff about **left/right brain dominance**, and I've included an **optional short section** looking at this. You choose whether you want to include it or not. I don't go into L/R brain dominance in Y7, but it may well feature in the Y8 Thinking course.

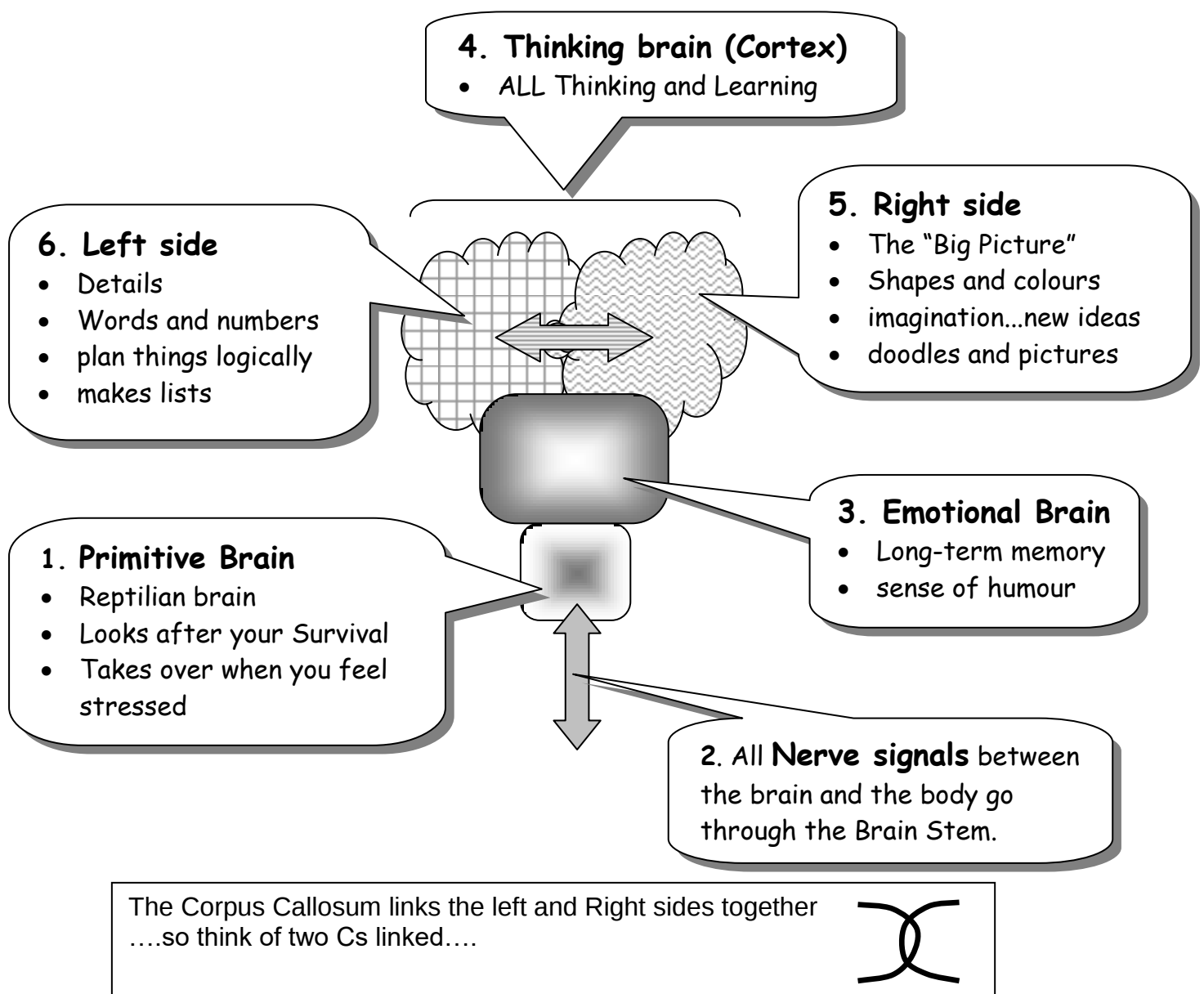
There's an **OHT version**, if you can't get a PC – but it's not as good.

2. Students cut'n'stick the **Worksheet** that summarises the learning. An **alternative** is that you ask students to write the label numbers next to the correct part of the brain....teacher can tell students the correct answers, and students write them in, and mark out of 13 what they got right.

Homework

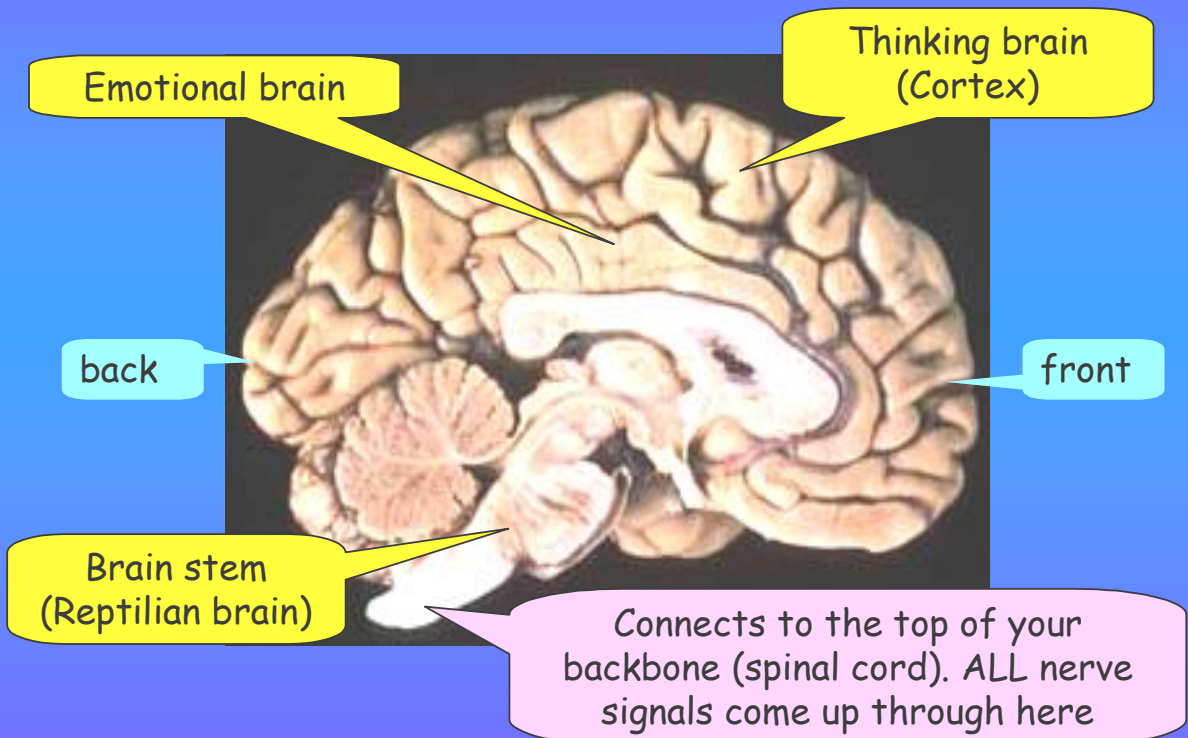
Students do their own poster to illustrate the PET brain. This will give them practice with Cluster Maps and the new learning about the Brain, that will be referred to later in Y7 and in Y8.

My P.E.T. brain - Primitive....Emotional...Thinking



Inside the Brain....

*What does the Human brain look like....
From the inside ?*

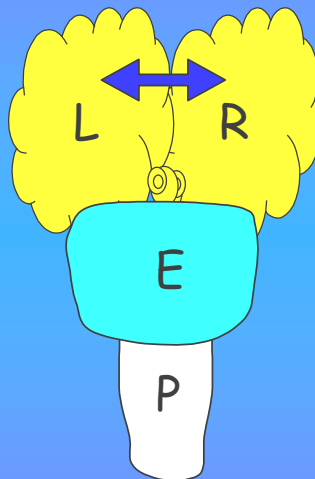


Let's test our knowledge....

Let's test ourselves....

Which parts
link to these...?

1. ALL Thinking
2. Survival
3. Humour
4. Details
5. Colours
6. Memory
7. New ideas
8. Numbers
9. Pictures



Hide these
answers first !!

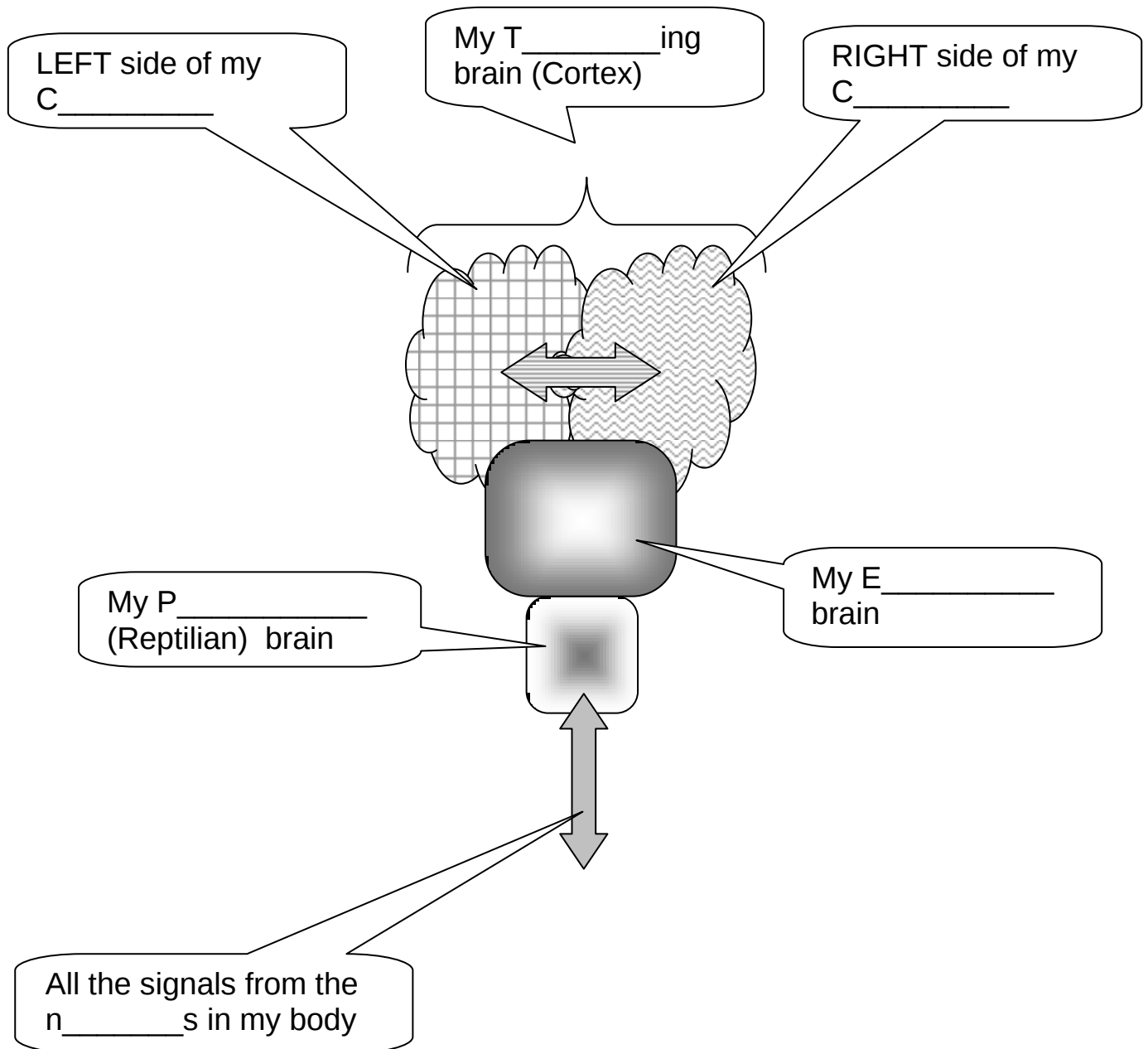
Answers....

1. L & R
2. P
3. E
4. L
5. R
6. E
7. R
8. L
9. R

Name _____ Form _____

In my "P.E.T". Brain...

P means _____...E means _____...T means _____



Remember !!

Go over and practise your learning to keep your neurons alive, and improve the connections.

Extension Tasks

1. Read through all the labels on this worksheet....cover the labels...can you repeat what they say?
2. **Test** the other students in your group on this worksheet. If they get the answers wrong, teach them the correct answers.

PET Brain Worksheet - labels for students to cut out and stick...

1. . I work things out logically	1. . I work things out logically	1. . I work things out logically
2. My job is to keep my owner safe	2. My job is to keep my owner safe	2. My job is to keep my owner safe
3. I sort out the details	3. I sort out the details	3. I sort out the details
4. I look at the “Big Picture”	4. I look at the “Big Picture”	4. I look at the “Big Picture”
5. I remember better if things are amusing	5. I remember better if things are amusing	5. I remember better if things are amusing
6. I handle words and numbers	6. I handle words and numbers	6. I handle words and numbers
7. I like lists of things	7. I like lists of things	7. I like lists of things
8. I like to imagine new ideas	8. I like to imagine new ideas	8. I like to imagine new ideas
9. I need to be calm and relaxed	9. I need to be calm and relaxed	9. I need to be calm and relaxed
10. I like to doodle and draw pictures	10. I like to doodle and draw pictures	10. I like to doodle and draw pictures
11. I handle shapes and colours, and music	11. I handle shapes and colours, and music	11. I handle shapes and colours, and music
12. I store the long-term memories	12. I store the long-term memories	12. I store the long-term memories

PET Brain Worksheet - labels for students to **copy** off the OHP...

1. . I work things out logically	2. My job is to keep my owner safe	3. I sort out the details
4. I look at the “Big Picture”	5. I remember better if things are amusing	6. I handle words and numbers
7. I like lists of things	8. I like to imagine new ideas	9. I need to be calm and relaxed
10. I like to doodle and draw pictures	11. I handle shapes and colours, and music	12. I store the long-term memories