

Don't Flip Your Lid

1	<p>Overall aims:</p> <ul style="list-style-type: none"> • Develop an understanding of brain function • Destigmatize “negative” emotions such as anger and fear. • Understand the purpose of building a model • Recognize opportunities to repurpose materials • Deepen understanding of cause and effect • Make predictions • Enhance fine motor confidence
2	<p>Vocabulary - keywords</p> <p>Brain, Amygdala, Pre frontal cortex, cortisol, response,</p>
3	<p>Sustainable abilities developed</p> <ul style="list-style-type: none"> • Systems thinking: • Anticipatory competency • Normative competency: • Strategic competency: • Collaboration • Critical thinking • Self-awareness
4	<p>Pillars of sustainability included</p> <ul style="list-style-type: none"> • Economic • Ecological • Social
5	<p>STEAM domains</p> <p>Science, Technology, Math</p>
6	<p>Teaching methodologies/activity outline</p> <p>This is best carried out in late summer, early autumn at the beginning of the school year. The teacher designates a documentarian and activates prior knowledge by asking the children about organs” What is an organ? What is a vital organ? (many children will know</p>



	<p>heart and lungs) Encourage children to explore the functions of the heart and lungs, as well as how we can detect them working. Deep breaths, listening for heartbeats. A Stethoscope would be useful here.</p> <p>What about in our heads? What organs live in there? The brain! Does anyone know what it looks like? Here the teacher shows a visual from a book or a tablet.</p> <p>What are the different parts of the brain? Here is the amygdala, here is the pre frontal cortex. (exploring the other parts of the human can be an eventual extension of learning)</p> <p>“What does the Amygdala do?” The teacher gives a brief simple explanation. “What does the Prefrontal cortex do?” The teacher gives a brief simple explanation. “To help us understand what the Amygdala and the pre frontal cortex do, we need a model of the brain.”</p> <p>The teachers asks about the shape of the brain. “ What other part of the body does it look like? “</p> <p>Here the teacher demonstrates that the human closed fist can represent the human brain. The enveloped thumb represents the amygdala while the folded over 4 fingers represent the pre frontal cortex.</p> <p>Using playful approaches, the teacher demonstrates what happens to the pre frontal cortex when the amygdala is activated. (see video resource)</p>
7	<h3>Expected learning outcomes</h3> <p>The child will be able to:</p> <ul style="list-style-type: none"> • The children will gain a deeper understanding of the biology of emotions • The children will gain a deeper understanding of the benefits of model building • The children will become more self aware • The children will gain a deeper understanding of the emotional responses of others
8	<h3>Assessment</h3> <p>search for “teachable moments” throughout everyday routines and activities to explore the relationship between the amygdala and the prefrontal cortex.</p>
9	<h3>Equipment and materials to be used in learning unit (tools, ingredients etc)</h3> <ul style="list-style-type: none"> • The teacher’s hand
10	<h3>Kind of setting - lab, kitchen, outdoor etc.</h3> <p>Anywhere</p>



11 References - source:

https://www.youtube.com/watch?v=G0T_2NNoC68

<https://www.youtube.com/watch?v=2xeDcPBD5Fk>



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