Year 5

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| **Lesson** | **Key Questions** | **Activities** | **Intended outcomes for these Y6 lessons** |
| 1 | What happens to my brain when I have different emotions? | Share the key question.  Ask the children to discuss with their partner: what do you already know about the brain? (**Slide 2**)  Take feedback on this.  Explain that going to be learning about the brain and how it links to our emotions.  Use video from BBC PSHE KS2 (<https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-the-brain-house/zd7kd6f>) to introduce the concept of the upstairs and downstairs brain.  Show **Slide 3** as a summary.  Upstairs brain – thinking part of the brain. Allows us to reason and make good decisions.  Downstairs brain – allows us to feel emotions. Tells us when we’re in danger.  Going to use our hand to model a brain and the different parts.  Ask children to put their hand up with their palm facing away from them. (**Slide 4**)  Point to your wrist. Explain that this is the part that is closest to your spine and near the base of your skull and is called the ***brain stem***. It keeps you awake or asleep, makes sure you breathe and makes sure your heart keeps beating. It also keeps you safe.  Next, ask the children to fold their thumb across their palm. The middle part of your brain (downstairs brain) is where you process emotions and store your memories. It’s called the ***limbic area*** (**Slide 5**). This is also where the ***amygdala*** is which is a bit like an alarm or a security guard in your brain. It is monitoring for danger and will respond when it senses threat or danger.  Get children to now fold their fingers over the thumb so they have a fist. The outer layer of the brain is the ***cortex***. It is where your thinking and planning happens (**Slide 6**).  Point to your fingernails. The area of the ***cortex*** that is right up front is called the ***prefrontal cortex***. It is where the brain processes information about how we relate to others:   * understanding others’ feelings * ability to calm ourselves * ability to make choices * ability to sense what is going on for others (read body language)   When we are really stressed or upset, the ***prefrontal cortex*** shuts down and no longer works with the rest of our brain.  Lift the fingers up so they are straight and the thumb is still across the palm.  We say, ‘we flip our lid.” (**Slide 7**)  Explain that we ‘flip our lid’ when the thinking part (***prefrontal cortex***) of our brain isn’t working. It becomes hard to use our problem solving skills.  Discuss with the children examples of when they have experienced strong emotions and ‘flipped their lid’.  Pose the question to the children, ‘when you are really upset, have you ever done something and later thought, ‘Why did I do that?’ or ‘I really wish I hadn’t done that!’ or ‘What was I thinking when I did that?’ Allow children time to think and share why that might happen if the ***pre-frontal cortex*** is not working at that time.  Explain that when you are ‘flipped’ (hand with fingers straight), you can’t learn very well either. The two parts of the brain need to be connected in order to work in the best way.  When brains are overwhelmed like this they need a break to reflect, regulate and reconnect (**Slide 8**). What sort of things could children do to get the two parts of their brain (the upstairs and the downstairs) to reconnect again?  Get children to list what they have found helpful to calm or re-gather themselves. Encourage linking these to each of the Five Ways to Wellbeing areas (**Slide 9**) – eg ‘Take Notice’ – breathing exercises, ‘Keep Active’ – having a run around outside or doing some exercises.  **Ideas for individual activities to choose from:**   * Can draw own brain house with an upstairs and a downstairs. Relate the different floor to the various parts of the brain. * Produce a poster/leaflet or another form of presentation to make a list of things that are useful when you or someone else has a ‘flipped lid’, eg When I have a ‘flipped lid’ I could take 3 slow deep breaths, relaxation exercises (give some examples of these) etc. When a friend has a ‘flipped lid’ I could: not take it personally, invite them to breathe deeply, give them space, etc.   Children feedback to rest of class what they have done.  At end of lesson remind children of key question main points of lesson. | **Children will be able to:**  Understand that the brain can be divided into two main areas – an upstairs and a downstairs.  Use a hand model to show the different parts of the brain and what these parts do.  Understand what is happening in the brain when our ‘lid is flipped’.  Identify some ways in how the parts of the brain can be reconnected when the ‘lid is flipped’. |
| Additional notes: | | | |