



University Learning in Schools

Psychology

Myth-busting the Brain

Lesson Plans



Lesson Plan

Lesson 1 – Common Myths in Psychology

Learning Objectives:

- to introduce the scheme of work
- to understand that there are lots of myths in psychology which are easily challenged once the evidence is examined properly

Key question: how do we know whether what we think we know is actually true?

Key concepts/terminology: psychology, myths, critical thinking

Success criteria

- I can define psychology.
- I can explain what is meant by a myth.
- I can assess whether a claim about psychology is credible.

Resources

- Pupil Handbook & PPT
- Questionnaire: Myth or True
- Myth cards

Activities:

- Engage – Brainstorm the brain
- Explore -- First job as a detective: Myth or True?
- Explain – Unpacking the definition of Psychology
- Extend – Myth-busting tool-kit
- Evaluate – reflections on your learning today
- Optional Homework 1

Lesson Plan

Lesson 2 – Myths about the Structure of the Brain

Learning Objective:

- to understand how the brain is mapped and what different regions of the brain there are

Key question: Is there a part of the brain which isn't used?

Key concepts/terminology: Occipital lobe, temporal lobe, parietal lobe, frontal lobe, phrenology

Success criteria

- I can label the lobes of the brain.
- I understand the structure of the brain.
- I understand the different functions of the brain.

Resources

- Pupil Handbook & PPT
- Information pack

Activities:

- Engage -- What does the brain do?
- Explore: 1) Label the brain
2) Make notes from information packs for your poster
- Explain – What were the myths?
- Extend – Why do you think those myths exist?
- Evaluate – Reflections on your learning today
- Optional Homework 2

Lesson Plan

Lesson 3 – Brain Myths in Education

Learning Objective:

- to understand the idea of multiple intelligences

Key question: Are learning styles useful to consider in our learning?

Key concepts/terminology: learning styles

Success criteria

- I can understand that we use different learning styles in different contexts.
- I can assess the use of the computer analogy.

Resources

- Pupil Handbook & PPT
- Scenarios

Activities:

- Engage – Learning Styles Questionnaire
- Explore – Scenario solutions
- Explain – Difficulties
- Extend – Letter to Head Teacher
- Evaluate – reflections on your learning today
- Optional Homework 3

Lesson Plan

Lesson 4 – Myths about Mental Health

Learning Objective:

- to understand that mental health is complex and is influenced by many things

Key question: Is mental health a result of nature or nurture?

Key concepts/terminology: Schizophrenia, Diathesis-Stress Model

Success criteria

- I can describe the arguments which suggest mental illness is due to nature and those which say it is due to nurture.
- I can assess the validity of these arguments.
- I can offer counter arguments for both nature and nurture.

Resources

- Pupil Handbook & PPT
- Case studies
- Nature/nurture sheets

Activities:

- Engage -- What does it mean to be mentally healthy?
- Explore – Responding to the simulation
- Explain – Nature/Nurture Arguments
- Extend – Would the Diathesis-Stress Model be the best way to explain mental disorders?
- Evaluate – Reflections on your learning today
- Optional Homework 4

Lesson Plan

Lesson 5 – Myths of Technology and the Brain

Learning Objective:

- to understand the impact of technology on psychology

Key question: Is technology changing our brain?

Key concepts/terminology: IQ

Success criteria

- I can explain arguments for and against the use of technology in the classroom.
- I can peer assess others' work.

Resources: Pupil Handbook & PPT

Activities:

- Engage – Brain training task
- Explore – Group discussion
- Explain – Myths around technology
- Explain -- Are there any surprises?
- Explain – Campaigns for and against technology use in schools
- Extend – Peer assessments
- Evaluate – reflections on your learning today

Lesson Plan

Lesson 6 – Final Assignment

Learning Objectives:

- to select one area of brain myth to bust during your final assignment
- to reflect on what you have learnt during the programme

Key question: What is the scientific truth behind this myth?

Key concepts/terminology: references, plagiarism

Success criteria

- I can write a report on the importance of myth-busting the brain.

Resources

- Pupil Handbook & PPT
- Flashcards

Activities:

- Engage – Three, Two, One
- Explore – Why study Psychology?
- Explain and Extend - Myth-Busting Report
- Project Reflections