

Lesson Plan

NEUROHEADWAY

Neuroscience Into Education

Lesson objective	Main activity	Reflection	Success criteria
What is attitude and how does it reflect in everyday life?	Explanations should firstly be based on real life examples from which more general conclusions are drawn. E.g. Ask pupils what they like/what they think of...and then explain, that these are their attitudes, and describe this termin afterwards. Go over the power point slides and show animation clips at appropriate moments. Experiments showing the essence of the concept should be shown/ performed. Ask pupils what they learned from the experiment. Challenge pupils with questions that relate to everyday attitudes. (described in the PPT Question section)	Reflect on the content and function of an attitude.	Pupil can explain what attitude is and can give some examples. Pupil understands how attitudes can change.
What is persuasion and what it depends on?	Ask pupils about their experiences with persuasion. Provoke them to think about the factors that influence persuasion success. Show them (using the described experiment) how everyone can be induced to believe the information provided by an effective communicator.	Reflect on the measures of persuasion (humor, feelings, arguments) Reflect on the efficiency of the communicator.	Pupil understands that persuasion is present in everyday life. Pupil can detect persuasion in commercials. Pupil can describe a persuasive person.

Lesson objective	Main activity	Reflection	Success criteria
What is social conformity?	Use questions on PPT to encourage pupils to think about social conformity. Explain the term social conformity and provoke the pupils to think about such experiences in their everyday life. Show the movie clips on several experiments on conformity.	Encourage pupils to reflect examples of their conformity in everyday life. Provoke a debate about possible negative consequences of overconformity.	Pupil: - explains what conformity is - describes an example of conformity in everyday life - understands that no one is immune to conformity - understands negative aspects of conformity
What is social influence and obedience?	With the help of PPT present the examples of social influence and obedience in everyday life. Speak about the factors that influence them. Speak about consequences of extreme obedience.	Reflection on what they would do in situations where an authority would give them an order. Is it really that easy to always follow your own attitudes and values? What can happen if people are too obedient?	Pupil: - describes an example of social influence and obedience in everyday life. - understands that no one is immune to obedience - explains some factors that increase obedience - knows the difference between conformity and obedience

Power point

Example

Legend of how to follow the ppt presentation

-  Presentation to be presented by the teachers
-  Examples from everyday life which the teacher should present
-  Questions the teacher should ask the pupils
-  Experiment which should be performed by the teacher
-  Teacher shows a movie clip

ATTITUDE



- Do you love your parents? Do you like snakes? Why do you go to school? Do you often eat chocolate?
- You have described **feelings, thoughts and behaviors** that you guide your life. They don't change often.

These are your attitudes towards things/people/social groups

- Attitudes help us to adjust to life situations: snake – bad – run / chocolate – good - eat
- Some attitudes are more general (not liking snakes, liking sweets), others more personalized (the music someone likes)

- **Stronger attitudes:**

- first come to our mind
- one has experiences with them (e.g. if we had already seen a snake, we will have a stronger attitude towards it),
- are more extreme: to love someone is stronger than to like someone
- are more concrete: to love Milka chocolate will lead to eating it more often than if you just like sweets.

- Do you agree that your attitudes influence your behavior? Tell me an example.

- Changing attitudes: by changing behavior/thoughts/feeling

- Guess which of the above three changed the attitude in the following examples:

- Example 1: you got a t-shirt of ManU for a present → you started to like ManU
- Example 2: your mom says you have to take out the rubbish. You don't do that (even though you think you have to obey your mom) → you don't feel well → you change your attitude, that you don't have to obey your mum all the time.
 - Is this good?

CONVINCING COMMUNICATOR

TRUST
ME
YOU'RE
LOVELY

Who convinces you more?

- Example: (kind voice) if you write your homework I will give you a present. / (neutral voice) can you write your homework? The one who will make you **feel good**: gives you presents, is of a similar age.
- Example: talk confidently /shy. The one who talks **confidently** and **fluently**
- Example: tell the pupils that you studied chinese and say „[mi ling] means school in chinese“ / tell that you didnt studied spanish and say „[esperanto] means school in spanish. After each case ask pupils if they believe you.“ Is a an **expert** (famous runner sells snickers).



Experiment procedure: Teacher tells an absurd story which is not real and asks pupils for their opinion. **For example:**

Do you know that yesterday Fox news reported that a dead zombie has been found. Scientists are afraid that the other zombies will come in search for him. How do you feel about this?

Expected results: pupils believe the teacher and give some answers to the absurd question.

Goal: to show the pupils how they can be persuaded by a convincing communicator



Teacher shows the pupil a (brain games) movie about zombies

**YOU JUST GOT
TRICKED**

SOCIAL CONFORMITY



EXPERIMENT PROCEDURE

Option 1: Teacher and a few priorly warned pupils stand up.

Option 2: Teacher and a few priorly warned pupils look through the window.

EXPECTED RESULTS: The rest of the pupils repeat these actions.

GOAL: to show the pupils that they do things just because the group does it.

REFLECTION: Ask the pupils why they stood up. They should understand that they don't always behave according their own will.

Ask the pupils for their opinion of how many people should perform an action for others to follow. (Ans.: 2 – 60% conformity, 5 – 80% conformity)

- We like other people so much that we want to be close to them, be part of the group. Therefore we conform our behavior/attitudes/thoughts.
- Name a few groups that you are part of.
- Did you ever want to have the same toy/dress as your schoolmates had?
- Is there a problem if we confirm too much?
 - We may loose our own will, thinking, style.