

Lesson Plan

NEUROHEADWAY

Neuroscience Into Education

KS2	PSHCE – Logic and Reasoning	

Aims:

- To understand understand all concepts related to Reasoning and the Logic
- To understand the meaning, types of logical reasoning and importance.

Resources:

- PowerPoint
- A4 paper, worksheets
- Please note: Work through the PowerPoint – all student tasks are on power point

Activity 1: The Supermarket Trolley (10 mins)

Students to follow the on screen instructions writing on paper which objects you would find in a supermarket trolley, compare your list with the class.

Bitesize Topic: Key Vocabulary List (5 mins)

Write down on paper other words you might use to describe logic or reasoning Compare your ideas and list on the white board. (e.g. Thinking, intellect, sense).

Powerpoint Example

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Logic and Reasoning

REASONING: MEANING

REASONING IS THE MENTAL ACTIVITY THAT
ALLOWS US TO ORGANISE IDEAS TO COME TO A
CONCLUSION



LOGIC: MEANING

Logic, is the Science of the forms, methods and principles of scientific knowledge.



LET'S THINK... WHAT IS LOGICAL THINKING?

You are baking cookies with your Dad – yum! Your job is to measure and put the ingredients into the bowl, Dad's job is to read the recipe to you. He tells you to put 2 cups of sugar into the bowl, but the mixer is loud and you can't hear him – did he say '2 cups' or '2 buckets'?

Which one would make more sense? Let's think logically!

QUESTIONS TO ASK YOURSELF

1. How big is the bowl? Which would fit 2 cups or 2 buckets of sugar?
1. How much of the other ingredients did you put in? Were they more comparable in size to 2 cups or 2 buckets?
1. Which measurement do you see more often in a recipe 'cups or buckets'?

Once you ask and answer these questions you will be more likely to decide that Dad must have said 'cups'.

Congratulations you have just **reasoned** and thought **logically** to solve a maths problem! This means you thought about what would make the most sense.

Teachers Worksheets and Guides

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Teacher Evaluation Assessments

1. How challenged by the work did the pupils appear to be?
2. Did pupils ask any questions?
3. Were those questions covered in the materials?
4. Did the pupils engage enthusiastically in the activities?
5. Did any student lose interest at any point?
6. Which point do you think the lessons are age relevant?
7. Was the pace of the lesson suitable for the students?
8. Would the Teacher like more Animation / more Activities introduced?
9. Key Metrics, for Teachers to monitor in each child, over a set number of weeks
 - Growth Mind-set
 - Perseverance
 - Empathy
 - Gratitude
 - Active Listening
 - Participating in Class
 - Working Hard
 - Helping Others
 - Leadership
 - Grit