

Lesson Plan

NEUROHEADWAY

Neuroscience Into Education

Module title: Peers and Groups Target Audience: KS 2 Pupils (ages: 7-11)

1. Lesson Plan text for the Teacher

Goals to achieve:

- a. To stimulate the awareness of how good is to belong to a peer group.
- b. To share feelings about to play activities in a peer group.

Tasks/activities:

- a. 1st 40 minutes: play the popular “Team Story Game/Once Upon a Time... Game”, as follows:

Summary: A funny storywriting game that involves creating a story as a team. Each player adds the next line of the story.

Recommended number of players: Teams of at least six. Messiness factor: No mess! Materials required: None – just a great sense of humor!

Team Story Game

The Team Story Game (also known as the “Once Upon a Time...” Game is a funny game involving creativity and a group of people making a story together.

Setup

Form teams of at least six players. You can prepare a theme in advance if you wish. For example, you can require all stories to be about a certain topic (e.g., Christmas, or food, or relationships). Have everyone form a line.

Playing the Team Story Game

Each team will construct a story. Each person is only allowed to say one sentence and must continue the story. The first player in line begins the story by saying “Once upon a time...” and completes the sentence. The next person in line must continue the story and have it make sense. This process continues until it reaches the last person in the team's line. The last person in line must conclude the story in one sentence as well.

Have team create a story. If you wish, judges can decide which story is the best. This game is a silly game that usually leads to hilarious stories!

b. 2nd 20 minutes: share the feelings experienced playing the game, writing in the board, and speaking briefly about them.

2. PowerPoint Presentation text – presentations can have animation clips embedded within them if appropriate: a power point presentation will be presented.

3. Animation Clip script(s) – each script should be no more than two minutes in duration

4. Teacher Handout text – to include references where appropriate

“Students of child development have always drawn attention to the importance of peers, especially in adolescence, when peers may facilitate each other’s antisocial behaviour. It has often been assumed that peers are less important in early childhood, when relationships with family members are more influential. However, recent research shows clearly that even infants spend time with peers, and that some three- and four-year-olds are already having trouble being accepted by their peers. Early problems with peers have negative consequences for the child’s later social and emotional development. To understand why some children find it hard to relate to peers, it is important to study the early development of peer relations.” In: <http://www.child-encyclopedia.com/peer-relations/according-experts/early-peer-relations-and-their-impact-childrens-development>

5. Evaluation Assessment text – ‘what we have learned in this module’: just the effort to resolve all the exercises is a “proof” of success.