

Lesson Plan

NEUROHEADWAY

Neuroscience Into Education

Slide	Subject	Description	Timing
1	Registration and brief introduction to lesson.	Today we are going to discuss a very interesting problem from social psychology – social and emotional cognition. First, we are going to find out what does it mean to be a part of a social group. We will also discuss the concept of communities. Then we will be able to understand what empathy is and why it is important that we show empathy to others.	2 min
2	The Society	The concept of society is based on the idea that we have to be able to live in harmony with others. We have different needs and wishes, but sometimes we must compromise for the sake of other people and their own needs (See Hampton 1986: 24 - 31). Each society is governed by norms – the unwritten rules that we learn to follow ever since we were little kids. Thus, society is not part of government, but rather government is part of society. (Give some examples to the students. You can use "Pull over for emergency vehicles", "Do not be rude to other people", etc. Help them to understand how these small gestures constitute our social behaviour.)	8 min
3	Social Groups (Activity)	A social group consists of people who communicate to each other, share a lot of time together, and have something in common. We all participate in such groups. As it usually happens, we are part of more than just one social group. We can choose to participate in certain social groups, while others can be obligatory. For example, we choose our friends, but we cannot choose our classmates or teammates. (Tell the students to look at "My Social Group" charts. Each of them must list the social groups she or he participates in and add a short description or a drawing to show how she or he participates in these groups.)	12 min
4	Communities	A community is a social group of individuals which allows voluntary participation. There are informal ties between the members of the community. Informal ties consist of personal relations between the members of the community – they know each other and care about each other. The most important condition for a community to exist is reciprocal arrangements between the members. Every member of the community is equally important. Members must help each other and respect each other. Like in other social groups, all members of the community must have something in common: shared values, religion, or interests. (See Flint and Robinson 2008: 1 - 4) (Give an example for a community to the students.)	7 min
5	Social Cohesion (Activity)	Social cognition is related to one`s adaptive behaviour. We must learn to understand different social groups in order to be able to participate in them effectively. (See Frith 2008: 2033 - 2035) Social Cohesion is a phenomenon that is distinctive for many communities and some social groups. It seems like all members look alike, act alike or think alike, based on their common traits (values, interests, etc.). (See Sartwell 2002: 47 – 56) (Tell the students to look at their "Social Cohesion" activity. There, they will find images of two	11 min

		very different communities. Let them determine what kind of similarities are there between the members. Help them with the task if necessary.)	
6	Friendship – to Empathise with Each Other	Watch the video "Friendship - to empathise with each other".	2 min
7	Discussion	According to you, can David really share and experience Brian's feelings or is he feeling bad because he got in a fight with him? (Discuss the problem together. Let the students share their opinion.)	3 min
8	Empathy VS Sympathy	There is a difference between the words "sympathy" and "empathy". While empathy suggests that we are somehow aware how the other person is feeling, sympathy just means that we understand her behaviour and we are able to explain it by attributing her certain emotions. (See Wispé 1986: 318 - 321) (Give some examples to the students and show them slide 11. You can use the following example: Sylvia is crying over an F that she got on her math test. To say that we empathise with her means that we can feel her pain. On the other hand, sympathy would suggest simply that we understand that the event "F on the math test" is the reason that she is upset.)	7 min
9	To Empathise With Others (Activity)	Part of our emotional cognition is to experience what others are going through. Let`s see if you are able to empathise with others by looking at some pictures together. (Show the students the pictures from "Empathise with others" presentation. Let them suggest what each person in the pictures is going through.)	6 min

Power point Example

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Today we are going to talk about various aspects of our social and emotional cognition:

- ❖ Society and Social Groups
- ❖ Communities and Social Cohesion
- ❖ To Sympathize with Others or to Empathize with Others



The Society

- Society is created by us with the purpose of living together in harmony.
- Every human being is unique and has her own desires, but our freedom shouldn't get in the way of other's freedom and desires.
- This is way every society is governed by unwritten laws called "norms".



Respect elders

EXAMPLES



Give way to emergency vehicles

What is a Social Group?

Social groups consist of people who:

1. Communicate with each other;
2. Spend a lot of time together;
3. Have something in common.



Can we choose the social group we belong to?

Voluntary Participation



- Ex: We can choose our friends.

Involuntary Participation



- Ex: We do not choose our class mates.

Communities:



- Allow voluntary participation;
- Members share common interests or virtues;
- Informal ties between the members;
- Members are equal – they have the same rights and obligations.

Social Cohesion

- Adaptive behaviour is the primary feature of social cognition.
- When we participate in social groups we adapt to the lifestyle of the group.
- This feature can lead to social cohesion.
- Social cohesion expresses the resemblances between the members of communities – their common traits that bring them together.



Teachers Evaluation and Handouts

SOCIAL GROUPS

Can you associate the characters from the first column with one of the social groups in the second column? Connect them.



Teacher Evaluation Assessments

PHILOSOPHY

1. How challenged by the work did the pupils appear to be?
2. Did the pupils ask any questions?
3. Were those questions covered in the materials?
4. Did the pupils engage enthusiastically in the activities?
5. Did any of the pupils lose interest at any point?
6. 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
 - Analytical thinking
 - Logical abilities
 - Value System Development
 - Collective Work
 - Active listening
 - Participating in Class
 - Linguistic competencies
 - Helping others
 - Altruistic Behaviour
 - Leadership

10. During the lesson, did you notice any particular student to have a hard time understanding some of the notions, concepts and examples in the materials?

MY SOCIAL GROUPS

Fill the blanks below by listing the different social groups that you belong to. Under each of your social groups, you must add a short description or draw a picture which expresses your role in this group.

The worksheet is titled "MY SOCIAL GROUPS" in a grey hexagon at the top center. Below it are four colored hexagons, each containing a number from 1 to 4. Under each hexagon is a rectangular box of the same color for writing or drawing.

1.	2.	3.	4.

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Social Cohesion

Look at the pictures. Two very different social groups are presented on them. According to you, what is that all the members have in common? What makes them a community and creates the bonds between them?



1. *Religious Community:*

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2. *Young Gardeners Community:*

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