

**Unit Title:** Mind Up - Lesson 1

**Grade Level:** (example: 9, 10, 11, 12 or 7-8) Grades 3-5

**Subject Area:** (example: Science, Physics; English, Short Stories) : Social Emotional Learning (SEL)

**Duration/Length/Number of class periods:** (example: 5 class periods) 30 minute chunks over the course of 2 weeks to solidify the information in regard to the brain research (UPDATE)

**Description:** Students will be introduced to three main parts of the brain (amygdala, prefrontal cortex, hippocampus) in relation to how they think and respond to the stressors around them. Students will also begin to learn the routines in place for the Mind Up curriculum.

**Established Goals (National, State, Local):**

ISTE:

1. Empowered Learner: 1C, 1D

McKinley PBIS Matrix:

- I am Respectful: treat others the way you want to be treated, honor others' learning spaces, use appropriate language, include others in your conversations
- I am Engaged: Listen and join conversations appropriately, include others
- I am Responsible: Stay focused on learning, listen to others, report problems to staff

CASEL SEL Competency Clusters:

- Self awareness
- Self management
- Social awareness
- Relationship skills
- Responsible decision making

**What Enduring Understandings are desired?**

Lesson 1:

- Students will identify the amygdala, the hippocampus and the prefrontal cortex (PFC) on a diagram of the brain
- Students will give a simple definition of these three parts of the brain
- Students will practice strengthening their thinking skills

**What Essential Questions will be considered? (WORK IN PROGRESS)**

1. How can we learn to react differently, helping our brain make wise choices about our words and actions?
2. What is happiness, and what is the degree of importance in one's life?

3. How do decisions, actions, and consequences vary depending on the different perspectives of the people involved?

**Students will know / be able to:**

- Students will be able to identify the parts of the brain as well as the definition of the three parts
- Students will strengthen their thinking skills

<p><b>Description</b></p> <p><i>Units must include at least one of each formative, summative, introductory activity and learning activity. Check the appropriate box; one per row.</i></p>	Formative	Summative	Introductory Activity	Learning Activity	Student Technology Used	Teacher Technology Used	ISTE Standards
<p>Teacher Reviews “How our Brains Work” and “Linking to Brain Research” on pages 26-27 in Mind Up curriculum prior to the lesson. Teacher can also research additional information to include when introducing the new information</p>						X	
<p>Day 1: Getting Ready: Mind Up Warm Up PowerPoint Presentation- Discuss the importance of strengthening your thinking skills and practice together as a class through brainstorming and a number puzzle <a href="#">Curriculum Page: 29 POWERPOINT</a></p>			X		X	X	
<p>Day 2-5 Leading the Lesson: Getting to Know and Love Your Brain - Students will learn about the limbic system, the three key parts, their location, and their roles. Students will also practice how to pronounce each term and create motions or gestures to assist with remembering the terms. Students will give the brain parts nicknames and will share their connections to the different brain parts and their experiences. Students will review the parts of the brain and share their strategies for remembering the brain parts using flipgrid and a class padlet <a href="#">Curriculum Pages: 26, 27, 30, 31</a></p>	X			X	X	X	
<p>Additional Activity: Career Connection - Students will briefly research a job that involves work with the brain. This includes: neuroscientists, neurochemist, neurosurgeon, neuropathologist, and neuropsychologist. Students will use <a href="#">ELibraryMN</a> to research their chosen career. They will research the definition, people, and a brief job description. Students will work together to create a poster (students with like jobs) highlighting the important information.</p>	X			X	X		
<p>Additional Activity: Have students self-assess/ check in on how they are responding to situations. Talk through the triggers and the changes that could help adjust the type of reaction.</p>	X						
<p>Additional Activity: Journal Writing - Brainstorm other questions that students still have about the brain. Students/Teacher can record them on a padlet. Students will work in small groups to research and locate the answers to the</p>	X		X	X	X		

questions. With additional time, students will respond to at least one of given journal prompts using a pre-made google form. ( <a href="#">SAMPLE FORM</a> )							
Additional Activity: Science Connection Did You Know...? Brain Facts! - Review the “Amazing Facts” poster and discuss. Students will be given time to research other interesting facts about the brain using <a href="#">ELibraryMN</a> Students will record their new facts to post it notes. They will be shared out and added to the edge of the curriculum poster.	X			X	X		
Additional Activity: Language Arts Connection Brain Tunes - Students will work in small groups to create a song, with rhyming words and vocabulary presented to share their learning about the three brain parts. Students will record their song (written or typed) and practice singing/rapping it together. Students will record their songs. Songs will be placed in a slideshow to share with the rest of the class or another grade level.		X		X	X		
Additional Activity: PE Connection Amygdala on the Move - Students will play Amygdala on the Move. Two students will be in the middle to assist the bits of information (the rest of the class) navigate through the amygdala (get to the other side... prefrontal cortex). The middle students will shout out “flight”, “freeze”, or “MINDup” and the rest of the class will move accordingly to the other side. They will run wildly, freeze in place, or move calmly to the other side.				X			
Additional Activity: Social-Emotional Learning Quick Stress Release - Students will learn 2 ways rid their brain of worries and to clear their minds. Strategies include laughing for 15 seconds before a test or challenging task and shaking their body out like a wet dog and then taking three deep, slow breaths. Videos will be used to show students laughing and wet dogs shaking it off.				X	X		
Additional Activity: Literature Link - The Nervous System: A True Book - This is a group read aloud. The teacher will read the book aloud to the students. Students will choose a fact that was new to them and create a Canva Postcard to showcase their information. Postcards will be added to a class slideshow to share out. <a href="#">Example PostCard</a>	X			X	X		
Kahoot Assessment - Game to assess student knowledge of the hippocampus, prefrontal cortex, and the amygdala. Teacher will observe who has it and who doesn't. Questions will include information discovered by the class as well. <a href="#">SAMPLE</a>	X						
Google Form Assessment ( <a href="#">SAMPLE</a> )		X			X		
Progress on IEP Goals- documentation, observation per IEP		X			X		

**Materials, tools and resources**

[Mind Up Grades 3-5 Curriculum:](#)  
[CASEL Competencies](#)

[ISTE Standards](#)

**Unit Plan Author (name, school and optional email address or hyperlink to teacher's web page)**

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**Additional credit given to**