What Kind of Mind? Lesson Plan: Lesson 1

Class: **Date:** **Second Level**

Topic Materials	Lesson Outline / Experience	Resources
SCN: SCN 2-11a SCN 2-20a SCN 2-20b **Learning Intention:** I know about the topics of animal minds research, psychology and philosophy and why this is an interesting area of study. **Assessment / Success Criteria:** I can work with my group to understand that some things think. I can give reasons for my ideas. I can create questions about how to investigate animal behaviours.	**Please complete the 'Questionnaire Beginning of Session Teachers'.** ***Ask children to complete 'Questionnaire Beginning of Session Pupils'*** **Introducing the Study of Animal Minds, Philosophy and Psychology** – Whole Group Discussion **Which things think? Which are intelligent?** –small group activity – place the cards on the scale from not intelligent to intelligent. **What is a mind?** - Whole Group Discussion – Thinking about the differences between a mind and a brain **Animal Behaviour** –Whole Group Discussion - Scientists must be careful when observing animal behaviour. **Introduction to Scientific and Philosophical Inquiry – Bats –** whole group discussion – films of bat behaviour - Film embedded in PP slide 21 or here: https://www.youtube.com/watch?time_continue=197&v=9FVoTMOorXA **How could we understand what it is like to <u>be</u> a bat?** –- whole group / paired or individual activity / discussion – **Read Cave's extract** - bat scientist activity – Which questions would bats ask about us? What would they want to know about human behaviour? **Bat Scientist Worksheet –** Individual written Exercise – write down two questions a bat scientist would want answers to about human behaviour. **How do bats fly in the dark?** – whole group / small group activity – in a group, simulate bat echolocation. **Plenary**	Smart Board Questionnaire Beginning of Session Pupils PP Animal Minds Lesson 1 Posters and cards for 'How Intelligent Are These Things?' activity Bat Scientist Worksheet Pencils
Skills: I can begin to structure and present reasoned arguments about STEAM topics based on evidence and demonstrate an understanding of underlying concepts. With increasing confidence, I can use analytical thinking skills (analysing, synthesising, evaluating, reasoning and reflecting) in less familiar and more complex contexts. **KU:** I know that animal minds is an important topic of research which can inform us about human minds.		