Subject Spotlight Lesson Plan

Title of Session	Subject Spotlight: Neuroscience - Introducing the Unconscious Brain
Description:	Have you ever heard your name in a conversation you were not listening to or caught something before you realised it was falling? This workshop introduces you to the complexities and mysteries of the unconscious brain. Learn how it is continually taking in information, computing the details rapidly and even editing reality.

Duration of session:	~45-50 mins	Target Audience:	Y9/10/11

Regional Progression Framework - Learning Outcomes:
LO1 - Awareness of HE and the different opportunities available. Be able to challenge any myths relating to HE.
LO2 - Identify the link between GCSE attainment and progression opportunities and how these can support life or career goals
LO5 - Learner knows how to research different routes into HE and how to make an application
Gatsby Benchmarks:
7. Encounters with Further and Higher Education - All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.

Timings:	Activity/Task/Information:	Instructions for teacher:	Resources needed:
0:00-5:41	• Introduction to subject and WP fellow		
5:42- 10:30	• Finding blind spot	The cross and circle need to be in line with each other. If the paper is at an angle, the blind spot will not be hit. Need to make sure to focus on the cross and not let their eyes wander. Need to bring the paper towards their face slowly, otherwise, it will be difficult to spot. **5:20: pause** to allow students to draw cross and circle. This should take no more than 2 minutes. Instructions are on-screen during this time. **5:28: pause the video** to allow students to find their blind spot. This should take no longer than five minutes. Please see instructions for potential problems	Students need paper and pen
10:31-16:33	• McGurk effect	In this activity, two videos will be played. I stress that for this to work, students need to be watching and listening to the videos. The first video will be played, and the students asked what they hear. You can police this how you want, either with the classroom shouting out or asking individuals and seeing if others agree. They should hear BAR The second video will then be played, and students asked again what they heard. This time they should hear FAR. The second video will be played again, this time, the students should open and close their eyes as the video is played. They should hear BAR with their eyes close and FAR with their eyes open. If required, these videos can be replayed if students need further clarification. Time codes provided BAR (video one) – 11:02 - **pause after the video for answers** FAR (video two) – 11:45 - **pause after the video for answers**	

		If students want to replay videos/ discuss with the person next to them, this is encouraged, but this should take no longer than 2 minutes All should be in agreeance that having your eyes open causes a change in the word heard.	
16:34-21:55	• Stroop Test	In this test, students must read out the colour of the words rather than the words themselves. Students should be asked to say the colours to themselves **16:47 stoop test starts** -If students want to discuss this, they can, but this should take no longer than 2 minutes	
21:56-29:12	• Finding dominant eye	Students will be asked to find their dominant eye. **22:20: start -** There are instructions on slides and in the audio. Briefly, they need to focus on something in the distance creating a triangle around the object with their hands. They then need to move their hands towards their faces. Their hands will reveal their dominant eye.	

Overview of all resources:	
Physical resources	Paper and pen
Additional resources for students:	Neuroscience/Psychology resources: https://thecrashcourse.com/ Neuroscientist Job Profile: https://www.prospects.ac.uk/job-profiles/neuroscientist Studying Psychology/Neuroscience: https://www.ucas.com/explore/subjects/psychology