

Exercise/timing	What will learners/teachers be doing?	Materials needed
<p>Welcome to class and introduce lesson aims 10 minutes</p>	<p>Explain to learners that the focus of the lesson is going to be about how we learn and what makes for a positive learning experience. We are going to be thinking about our own thinking/learning and what might affect this. You could introduce the idea of metacognition and self-reflection and how these are important for learning if you want to.</p> <p>By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> <li>-Categorize things that make learning harder or easier.</li> <li>-Describe what different parts of the brain do.</li> <li>-Write a list of activities that support their own relaxation and learning.</li> </ul>	
<p>Positive learning experiences 10 minutes</p>	<p>Ask learners to think of something they enjoyed learning in the past. It can be anything (how to bake a cake, wire a plug, change a nappy, arrange flowers). What was good about the experience? You could describe a positive learning experience of your own if you want to.</p> <p>Handout the discussion questions on page 1-learners discuss in pairs/threes.</p> <p>Feedback and board-what makes a good learning experience?</p>	<p>Discussion questions</p>

<p>Reflecting on what makes learning easier or harder.</p> <p>10 minutes</p>	<p>On the board create two columns–easier to learn/harder to learn.</p> <p>Ask learners to think about when they come to class. What might make it hard to learn in the classroom? Board a couple of suggestion.</p> <p>What makes it easier to learn–board two of these suggestions.</p> <p>Handout the cut up situations on page 2. In pairs/threes, learners put them into two groups–what makes it easier to learn, what makes it harder.</p> <p>Feedback and board. Discuss–which of these make the biggest difference to learners in the class?</p> <p>Leave these on the board (you’ll need them later).</p>	<p>Page 2 of resources–cut up</p> <p>Whiteboard and pens.</p>
<p>Reading for gist</p> <p>20 minutes</p>	<p>Show learners the image on page 3 and elicit what it is. What do learners know about the brain? Explain that we are going to learn about 2 parts of the brain and how they impact learning. These are the pre frontal cortex and limbic system.</p> <p>Read about the brain as a group–ask if any learner would like to read to the class.</p> <p>Encourage learners to underline any new words and talk about these together.</p> <p>When you have finished ask learner to discuss in pairs what these things mean and when we might need these skills:</p> <ul style="list-style-type: none"> <li>• Concentrating</li> <li>• Managing our emotions</li> </ul>	<p>Image of brain (page 3)</p> <p>Learning and our brain (page 4)</p>

	<ul style="list-style-type: none"> <li>• Planning for the future</li> <li>• Making decisions</li> <li>• Problem solving</li> <li>• Managing information (deciding what we need to remember/prioritise and what we can forget about, leave until later, ignore etc).</li> </ul> <p>Discuss what might make us feel uneasy, worried or unsafe in class (that would activate the limbic system). Look back at the things that might make it harder to learn list. All those are examples of things that might make us feel unsafe, worried or uneasy. They mean that our body is not relaxed.</p>	
<h2>Break- 10 minutes</h2>		
<p>How does stress affect us? 20 minutes</p>	<p>Handout cut up pictures on page 6.</p> <p>In pairs/threes ask learners to discuss what the pictures or about and what feelings they might be showing.</p> <p>Feedback and discuss.</p> <p>Handout page 5 and read through the text with learners. Discuss with learners.</p> <p>Ask learners to think about how they feel when they are stressed.</p> <p>Explain that we are thinking about this because if we know what happens when we are stressed, we know when we need to try and relax.</p>	<p>Worksheet on Page 5 Images on page 6 Worksheet on Page 7</p>

	<p>Handout page 7 and give learners time to look at the pictures and tick any that are true for them. Emphasize that they do not have to share this with anyone else.</p> <p>Bring the class back together. Explain that now we have thought about how we feel when we are stressed, we are going to think about how we relax ourselves.</p>	
<p>What helps us relax? 20 minutes.</p>	<p>Discuss with learners that to be able to learn we need to feel relaxed.</p> <p>Ask learners to discuss in pairs what helps them relax.</p> <p>Feedback and board ideas.</p> <p>Handout page 8. Learners work individually and identify the things that help them relax or add ideas of their own.</p> <p>Feedback and discuss (if learners want to).</p>	<p>Worksheet on page 8</p>
<p>Getting ready for learning- Trying a grounding/relaxation activity 10 minutes</p>	<p>Suggest that when they are getting ready to study (at home or in class) they should notice if their body feels relaxed. If not, they could do an activity that helps them relax.</p> <p>Introduce a grounding activity to complete with the group. This could be:</p> <p><b>The 5,4,3,2,1 grounding activity</b> Ask learners name (to themselves):</p> <p>5 things they can see 4 things they can feel (ask learners to touch 4 things but not other people)</p>	<p>No resources needed.</p>

3 things they can hear  
2 things they can smell (or 2 of their favourite smells)  
1 thing they can taste (or 1 of their favourite things to taste)

Pause between each thing to give learners time to think.

**Watching a clip from the BBC Springwatch/Winterwatch series.** For example:

[BBC Two - Springwatch, 2022, Episode 6, Serene scenes in the New Forest](#)

Play the clip once and ask learners what they can see.  
Play it again and ask learners what they can hear (feedback and discuss).  
Emphasis that looking at or spending time in nature is a good way to relax.

**Continuous doodle—you can vary the timings as you want to**  
Give each learner a blank sheet of paper.  
Ask them to draw any design they like for 2 minutes. The only rule is that once they put the pen on the paper they cannot take it off (it must be one continuous line).  
Handout colouring pencils and give learners two minutes to add colour to their drawings.  
Ask learners to take a minute to look at what they have drawn and think of one word to describe it. They can share this with the rest of the class if they want to.

Feedback—ask learners what they thought of the activity. Did it help them relax?

IWB, Wi-Fi,  
speakers

Plain paper,  
pens, colouring  
pencils

	<p>If you want to you could discuss doing a short grounding activity at the beginning of each lesson.</p> <p>Suggested homework.</p> <p>Encourage learners to read the suggestions of grounding activities on pages 9 and 10 and try them if they want to.</p>	<p>Worksheets on pages 9 and 10.</p>
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