

**Lesson Plan Example for Primary School Children 8-11 yrs.** Please note this is a very general plan designed to highlight the principles that should be adapted to curriculum relevant subject matters and levels of student.

**Title:** The Science of Psychology

Part of a project run by the department of  
Psychology and Behavioural Sciences

**Time:** 1 hour



**Materials:** Computer, projector, colour pens, and paper.

**Objectives:** To introduce young children to Psychology and the scientific approach to the study of human thoughts, feelings, and behaviours.

**Procedure:**

*0-10 mins.* In groups (3-7 pupils), invite students to draw and define three columns labelled 'Actions', 'Thoughts', and 'Emotions'. Play short video clips of a range of human actions in a variety of contexts (e.g., at work, leisure, school etc. - include around 3-5 clips according to length). The video clips can be matched to student interests and class topics. Invite the students to make notes under each of the presented headings. Here are some examples of clips demonstrating:

- 1) Perfection of learnt behaviour leading to collective celebration and joy... [Click here](#)
- 2) Fear response leading to irrational thought and extreme excitement... [Click here](#)
- 3) Deceptive magic to confuse and amaze audiences... [Click here](#)

*10-20 mins.* The groups are then invited to collectively list their observations and interpretations. Follow the progress of each group and its individuals. Provide individual encouragement focusing on striving for self-improvement to maintain confidence and effort. Support and instructional comment should also be presented to the whole class every 3-4 minutes (approx.) to direct attention to self-improvement, provide instruction on the task, and sustain collective confidence.

*20-40 mins.* Discuss group findings highlighting examples of the variety of observed acts thoughts and feelings. Invite the students to identify the ease / difficulty of identifying the three categories. Encourage and invite a variety of contributors, emphasising the value of each contribution. The introduce formal definitions and examples of thoughts, feelings, and behaviour. Prompt all students to recall their own thoughts and feelings in activities they like / dislike.

*40-60 mins.* Replay the video clips after reinforcing students' deeper understanding of the variety and detail of human behaviour, thoughts, and feelings. Invite the students to add to their previous lists using a different colour pen to distinguish from previous responses. Focus each group on how many more responses they record compared to their first attempt. Draw attention to students' further understanding of human functioning. Time permitting, highlight to students that similar to practicing psychologists, they have just used observational methods to measure thoughts, feelings, and behaviours. Initiate an open class discussion on what other methods may be used to measure these variables. If further challenges are requested and required by some groups or students they could be invited to expand on their list of behaviours and consider the accompanying range of thoughts and feelings that may be experienced.

**Evaluation and assessment:** Emphasise group and individual improvement on greater awareness of studying psychology. Timely feedback and encouragement can direct attention to the skills of the task, maintain effort, promote self-reflection, provide confidence and enjoyment.

**Risks:** Attention lapses, lack of understanding, avoidance strategies, no improvement, discussion dominated by instructor or one or two students, discipline, provision of genuine feedback, too much/little feedback, intergroup rivalry.

**Reflection on Session:** Encourage students to reflect on their further awareness of psychological functioning and the concepts of thoughts, feelings and behaviours.

**Optional Homework:** Ask the students to monitor and make a diary of their own thoughts, feelings and behaviours over the course of a set time (i.e., 1 to 3 days).

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