Subject: Psychology

2 Week Independent Learning plan weeks 7 and 8

**Email queries to:** [**kballoo@waseleyhills.worcs.sch.uk**](mailto:kballoo@waseleyhills.worcs.sch.uk)

[**mcrowther-green@waseleyhill.worcs.sch.uk**](mailto:mcrowther-green@waseleyhill.worcs.sch.uk)

Teacher: Miss Green/Mrs Balloo

Year: 10 Topic/theme: Key Concepts: Neuropsychology

We have now finished the Criminal Psychology topic. Instead of moving onto the next topic, we thought it would be better to cover some bits about neuropsychology. **This information will not appear as a section on the exam paper**, but it will help you with your learning in every topic we cover.

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| Lesson | What you need to take from this lesson | Resource to use or hyperlink | Suggested task |
| 1 | * Learn about the structure of the brain: including the four lobes, and the three main features. | * Brain hat **(located on pages 4 and 5 of this document)** * <https://www.youtube.com/watch?v=LQ4DlE1Xyd4> | 1. Use the video to draw the following areas on the brain hat: frontal, parietal, temporal, occipital lobe and cerebral cortex. You can make the brain hat as colourful as you want. 2. Now follow the instructions to cut and stick the brain together so it becomes a brain hat.   **Instructions for brain hat:** To assemble, first cut out both hemispheres, around the outside edge. Then snip in on the dashed lines. Don’t cut the triangle out, just snip the dashed lines. Pull each (now snipped) dashed line over until it touches the other line, and secure with tape or glue. It should then take on a half-round shape. To put these two halves together, simply choose one side to overlap just slightly onto the other and secure with tape. |
| 2 | * Learn about the structure of the brain: including the four lobes and the function of each lobe | * Exercise book * <https://www.youtube.com/watch?v=3j_GCS3QYc4> * the information on p6 of this document * Colouring pens/pencils * Paper | 1. You are going to produce a travel guide for your brain. Imagine each lobe of the brain is a different destination. 2. At each destination you need to describe where that part of the brain is, what that part of the brain does and any historical facts about that part of the brain (you could bring in some knowledge on the case studies we looked at before). |
| 3 | * Learn about the structures of the nervous system | Any materials you can find around the house: string, cardboard, sweets etc. | 1. Google a simple image of the central and peripheral nervous system. Use the link below as a starting point.   <https://www.google.com/search?q=central+and+peripheral+nervous+system&client=safari&sxsrf=ALeKk03-xo2TMxghC-Ez4E7evX09_46BGA:1586263611906&source=lnms&tbm=isch&sa=X&ved=2ahUKEwiXiu64rNboAhWkoXEKHfbqDbUQ_AUoAXoECBEQAw&biw=1280&bih=650>   1. Make a model of the central and peripheral nervous system out of any material you can find at home. The more creative the better. 2. Now try to add some information on your model about what each branch of the nervous system does.   <https://www.bbc.co.uk/bitesize/guides/zprxy4j/revision/1>  **COMPETITION: If you are happy for your work to be shared on the school website please email me your models of the central and peripheral nervous systems. I will choose the best/most creative entries and these students will get a prize on their return to school.** |
| 4 | * Describe the role of the corpus callosum | Pen  Paper | 1. Watch the video about the corpus callosum below to remind yourself of the functions. Make a few simple notes.   <https://www.youtube.com/watch?v=xMvVAfZcU1s>   1. Watch the video on Roger Sperry’s work with split brain patients. This can be a challenging piece of research to understand. Remember your right body is processed by your left brain and vice versa. It might help to draw it out. Use the image below to help you process it.   <https://www.youtube.com/watch?v=aCv4K5aStdU>  <https://www.google.com/url?sa=i&url=https%3A%2F%2Ftropicalsynapses.blogspot.com%2F2017%2F01%2Fsplit-brain-research-fails-to-replicate.html&psig=AOvVaw3f7bchwWWIi3VzXN7Ew0Ye&ust=1586955858788000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCOiTj7f95-gCFQAAAAAdAAAAABAP>   1. Write a letter to Roger Sperry. Tell him what you found interesting about his research, what did it tell you about the importance of the corpus callosum? Think about what you thought was bad about his research e.g. any ethical issues. Could you suggest some improvements? |
| 5 | Learn about what happens when someone suffers from brain damage | Pen  Paper | 1. You are going to become a specialist in one lobe of the brain. 2. Imagine you are an occupational psychologist; this is someone who supports an individual who has suffered from brain damage. Using the website below you are going to pick a lobe of the brain to specialise in.   <https://headway.ie/about-the-brain/lobes-of-the-brain/>   1. You need to write an observational report on a patient who has been referred to you. In your report you need to describe the following:  * What damage to the brain has this person suffered? * How did they receive the damage to brain? * What behavioural changes do you see in this person? * What advice/therapy/treatment could you give to your patient to help them live a ‘normal’ life? |

Don’t forget you can access the school drives and resources form the school website including the learning tables on the VLE: <https://www.waseleyhills.worcs.sch.uk/>





