

Theme 3: Move Move Move

Lesson 11 – Chemical Challenge

AMBER ELEMENTS COVERED



Learning Objectives / Key teachings:

- Identify chemical messengers in our bodies.
- Children will have an awareness of Toxic Stress and Feel Good Chemicals.
- Games and Play help children express themselves, move and ultimately RELAX.

Resources

Brain Chemicals Explanation Sheet

Activity - The Chemical Challenge

Activity - Clap when I do

Activity - Back to Back

Activity - Tricky Feeling Fruit Salad

Lesson Plan

Educator Question.

Q. Can you show me what 'Flipping your Lid' looks like?

Q. What can you do to help yourself?

Q. What chemical might be in your body when you Flip your lid?

Q. Can you name all the brain chemicals that can make us change our feelings?

Introduce the lesson and **Play Video 10** - Chemical Challenge.

Exercise 1: The Chemical Challenge

Recap the brain Chemicals described in the video and explain that they are going to act like the chemicals. Ask them to act like Cortisol/Adrenaline/Dopamine showing you how they might move and sound etc.

We can try to get Dopamine going in our brains - let's see if we can complete a task together.

Exercise 2: Clap when I do

OR

Back to Back exercise - Children sit down back to back and link arms. They then attempt to stand up at the same time. (Sometimes it is fun to begin standing instead and attempt to sit

down at the same time.)

Exercise 3 : Do your stretch/shake or voice as a Brain Chemical.

Guess which chemical - Choose a child to 'show' a chemical by using their body/arms/hands/voice. Ask the class - Which brain chemical are they?

NOTE - by the child physically acting out the chemicals in the brain they are releasing adrenaline/dopamine and aids learning.

Q. When are the brain chemicals helpful/unhelpful?

Q. When might we need to be like 'adrenaline'?

Q. When might we need dopamine?

Exercise 4: Tricky Feeling Fruit Salad -

Give each child a colour/feeling - these can be cards if you want, you can also add more colours/feeling. Give each colour/feeling a movement and explain/demonstrate the movement to the class.

Extension: Try this speeded up or in slow motion.

Q. What brain chemicals are being used?

Q. How did you feel during the game?

Q. If you have Adrenaline in your body - what might you have to do to Relax?

A. AMBER - pick something you like to do ground/anchor yourself.

Q. If you have Cortisol in your body - what might you have to do to Relax?

A. AMBER - pick something you like to do ground yourself.

NOTE: If you feel sad you can't just RELAX - what does your body need?

NOTE: Have you had an '**Energy Check In**' today?

End of Lesson – Move to Next Lesson