

# "Inside Out" Lesson Plans

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adapted from Dr. Lori Desautels' "Inside Out" Curriculum

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# Overview

Dear Indiana Colleagues,

While making these lesson plans, our main goal was to capture the essence of each article written by Dr. Lori in her "Inside Out" Curriculum and make it accessible through our Indiana Standards for all grades, and for all classrooms in Indiana. You will see that each topic has two lesson plans in each section, one for Elementary Students (K-6) and one designed for Secondary students (Grades 7-12).

As teachers, you know that lesson plans can never be a one-size-fits-all approach. Keeping that in mind, we tried to leave room to implement classroom traditions and modifications based on your students, while still trying to give enough guidance that you would be able to follow the lesson plan with only having the knowledge that this packet brings.

After the Standards page you will find a "Cheat Sheet" for these lessons. Please know that this is not an exhaustive list of terms, and that the concepts presented here are an extremely simplified version of neuroscience for our purposes in teaching kids about the applicable functions of their brain as it relates to learning and connecting with others.

We hope that these lessons and resources help you to start the conversation of how our brains work with your students. We are in a critical time of learning how to function in this traumatized society, and it starts with education: it starts with us.

Please feel free to contact either of us at [SMidura@IUHealth.org](mailto:SMidura@IUHealth.org) or [MIDaniels@avon-schools.org](mailto:MIDaniels@avon-schools.org) with any questions about these lessons or resources. We look forward to connecting with you.

# Standards

## "Creating Core Memories"

Elementary: 1.RV.3.1 Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses (touch, hearing, sight, taste, smell).

6.RL.3.2: Explain how an author develops the point of view of the narrator or speaker in a work of literature, and how the narrator or speaker impacts the mood, tone, and meaning of a text.

(Health & Wellness)

2.1.2 Recognize that there are multiple dimensions of health. (emotional, intellectual, physical, and social health)

5.1.2 Identify examples of emotional, intellectual, physical, and social health

Secondary: 9-10.SL.2.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.

(Health & Wellness)

8.1.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.

12.1.2 Cite evidence that demonstrates the interrelationships of emotional, intellectual, physical, and social health across the lifespan.

## "Islands of Personality"

Elementary: (Health & Wellness)

2.1.2 Recognize that there are multiple dimensions of health. (emotional, intellectual, physical, and social health)

3.RN.2.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

Secondary: 9-10.SL.2.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.

9-10.SL.4.1 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

11-12.RN.2.2 Compare and contrast the development of similar central ideas across two or more texts and analyze how they emerge and are shaped and refined by specific details.

## "How Emotions Affect Learning"

Elementary: 1.SL.1 Listen actively and adjust the use of spoken language (e.g., vocabulary) to communicate effectively with a variety of audiences and for different purposes.

1.SL. 4.2 Add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas, thoughts, and feelings.

Secondary: 9-10.SL.2.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.

## "Leaving the Adolescent Brain"

Elementary: 6.SL.3.1 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Secondary: 9-10.RN.2.1 Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text.

9-10.W.3.1 Write arguments in a variety of forms that –

- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

11-12.SL.4.1 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

## "Contagious Emotions and Responding to Stress"

Elementary: 2.W.3.1 Write a logically connected paragraph or paragraphs that introduce an opinion, with a concluding statement or section and multiple reasons to explain why a certain course of action should be followed.

5.SL.2.2 Reflect on and contribute to ideas under discussion by drawing on readings and other resources.

Secondary: 9-10. SL. 4.3 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

11-12. RV-2.1 Use context to determine or clarify the meaning of words and phrases.

## "Inside Out" Curriculum Resources

Creating Core Memories: <https://www.edutopia.org/blog/creating-core-memories-in-classroom-lori-desautels>

Islands of Personality and Trains of Thought: <https://www.edutopia.org/blog/islands-of-personality-trains-of-thought-lori-desautels>

How Emotions Affect Learning, Behavior, and Relationships: <https://www.edutopia.org/blog/emotions-affect-learning-behavior-relationships-lori-desautels>

Leaving the Adolescent Brain: <https://www.edutopia.org/blog/adolescent-brain-leaving-childhood-behind-lori-desautels>

Contagious Emotions and Responding to Stress <https://www.edutopia.org/blog/contagious-emotions-responding-to-stress-lori-desautels>